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OCTOBER, 1942

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As the Editor Sees It

"The validity of the type of education offered for this day and age is not to be measured by per capita costs or merely by teachers' salaries, but by content of a balanced curriculum which includes adjustment of the pupils to all phases of physical, social, economic, and political experience." So runs a sentence from Herbert B. Mulford's, "Wanted: An Intelligent State Public School Policy for Illinois," in the July-August number of *The Illinois School Board Journal*, an article, which, incidentally, would, equally well, fit almost any state in the union.

The reader is surely aware of the greatly increased criticism of our schools, due largely to the draft's deplorable discovery of the physical softness and the social, economic, vocational, and political illiteracy of the draftees. Out of some ten millions of young men, draft boards have eliminated more than 400,000—and, of course, army boards have eliminated a great many more. All with serious physical defects? Relatively few.

All of which points to the near future when our schools will have to cease trying to be "scholarship factories" or "little liberal arts colleges" and begin to stress, vigorously, functional good citizenship.

Congratulations to the Mercury Hi-Y Club of the Appleton, Wisconsin, High School, for its plan to "tax" dates costing more than 50 cents. We all know the extent to which the significance of a formal social event is evaluated on the basis of its cost—the more expensive it is, the more "classy" it is. The point should be recognized that this year, at least, the more expensive it is, the more unpatriotic it is.

Although Japan is our enemy, we know very little about it—and much of what we do "know" is terribly inaccurate. Naturally, we cannot be a worthy foe until we have a pretty clear idea of what and whom we are fighting. One of the best articles we have read on the subject is Willard Price's "Unknown Japan" in *The National Geographic Magazine* for August. And while you have this journal before you read "Blood, Toil, Tears, and Sweat," to see what England has been through, and

"Baja California Wakes Up" to appreciate the war potentialities of our most invadable shoreline. Your students, too, will enjoy all three of these very intriguing articles.

This year, perhaps more than ever before, your school should reflect American Education Week, November 8-14. The proposed schedule of emphasis—"Renewing Our Faith," "Building Strong Bodies," "Serving Wartime Needs," "Developing Loyal Citizens," "Cultivating Knowledge and Skills," "Establishing Sturdy Character," and "Strengthening Morale for Victory," represents a most excellent basis for presentation and discussion both within the school and in public events. For materials and suggestions write to NEA, 1201 Sixteenth Street, NW, Washington, D.C.

We trim dead canes out of our rose bushes, cut dead limbs off of our trees, and pluck shattered flowers off of our plants. We do not leave them there merely because they are there or have been there. They have served, but their usefulness is past. And it is just as logical to trim our activities program of organizations, events, and procedures that have ceased to function. In almost any school there are activities which continue to exist only because they are traditional. Let's trim 'em.

Time now to begin to plan for the annual (or semi-annual) financial audit of school organizations, or the central organization—if there is one, as there should be. Sounds funny, perhaps, but really, it isn't. A careful and business-like audit—without which there can be no respectable and respected financial organization of activities—planned ahead, helps greatly to develop this type of organization by centering attention on the procedures and forms which a good audit will demand when it is made later. In short, thinking about the requirements of that future audit in the beginning will help to make it the more possible and beneficial when it is made at the end.

Albuquerque Students Received in Mexico

THREE weeks in Mexico last June, made for seventy United States Indian boys and girls a good time and a host of friends. Three weeks in slow-moving buses over mountain roads was not enough for extensive visits. Yet in so brief a time, the graduating class of the Albuquerque Indian School found a welcome among the Mexicans. The group included students from the Apache, Hopi, Navajo, Pima, and Ute tribes, and from seven Pueblos.

Last December the Albuquerque seniors decided they wanted to visit the Indians of Mexico, and by six months of work they financed their trip. The boys worked on the school grounds for CCC. The girls made clothes for the trip. The class ran a co-operative "canteen."

The class was paying for its own trip. It paid even depreciation on two buses and the food wagon used. It bought the provisions which took care of at least one meal a day and rationed pesos for individual meals. When funds ran low, bedrolls and bus seats augmented the sleeping facilities which could be afforded at tourist camps. Although the students were very tired many nights, none of them were ever ill, and the excitement of a wonderful reception made impossible any lasting disappointments over details.

Throughout the students' visit, the Mexican government was extremely friendly and helpful. In greeting the students, in providing quarters and some food, and in arranging tours and contacts, The Departamento de Asuntos Indigenas (Indian Affairs) made the trip easy and pleasant. The obvious friendship and cooperation of Asuntos Indigenas officials made the very best of relationships.

Almost all day was required to get across the border, but on May 24 the students first touched Mexican soil. No reception had been planned for their first day, but on May 25 the officers and the people of El Mante, Tamaulipas, gave the students an official greeting. Uncertain when to expect their guests, the people had waited almost three hours. All the visitors were shown throughout the beautiful new school, and the pupils of the school at El Mante sang and danced and did gymnastic exercises. A few of the Albuquerque boys chanted and presented the Kiowa dance and the hoop dance. Despite the rival attraction of a carnival on the other side of town, large numbers of townspeople stayed even long after dark came.

Tampico, too, was ready to turn a school over to the group, but the boys and girls so loved the beach that they begged to stay there for the night. Local officials led them to three German and Italian tramp steamers that had been detained by the Mexican government. The steamers provoked amazement by their unimagined size, but it was the ocean which caused the

WAYNE T. PRATT
*Albuquerque Indian School
Albuquerque, New Mexico*

greatest joy. None of the seniors had ever seen the ocean before, and none of them wanted to leave it. They shouted and rolled in the waves for an hour that afternoon and most of them swam again that night or the next morning. The group returned to the city to participate in a festival, but they had to spend the night on a beach. They built walls against land crabs, and they ducked under covers during a rain, but they stayed.

The Mexican Tampico people attending the festival showed an amazing interest about the visitors from the United States. All day there had been interested groups following them, but at night the crush was terrific. The students never even reached the area of the main fiesta. for the square where they first went was soon jammed. The dancers had difficulty in clearing a spot in which to dance, and people climbed up trees and windows to see the performance. The first appearance of the brilliant hoop-dance costumes caused wild applause, and the boys had to repeat that dance as well as several others many times. Even after the dancers disappeared, the crowd stood simply to watch the remainder of the group.

Officials of Asuntos Indigenas, led by Sr. Candia, head of the department, met the seniors May 28, near Ixmiquilpan, a hundred miles north of Mexico City. All the students got off the buses, gathered around Sr. Candia, and cheered. He spoke a few words of welcome, and the students told him how glad they were to be in Mexico. A number of Indian students from Los Remedios, the nearby Indian boarding school, were on hand to meet the visitors. They threw confetti over the guests and played some national and local music and a medley of American tunes they had learned especially for this occasion. Two groups of seniors sang Navajo and Jemez songs, and others danced. Joseph Tafoya, chairman of the All-Pueblo Council, extended Spanish words of thanks for the reception as did several boys in their native tongues.

It was too late at night for much conversation between the groups before the Albuquerque seniors left for Mexico City. After a very late supper there, officials of Asuntos Indigenas took the boys to the Colegio Militar, a beautiful school known as the West Point of Mexico. The girls went to Rancho Pantaco, a beautiful tourist camp away from the city, which Asuntos Indigenas had provided for them.

One day of rest was enough for the Seniors to recuperate from their long trip. On May 30 at the request of Ambassador Daniels, all the stu-

dents attended the ceremonies at the American cemetery.

After leaving the cemetery, the group rode in the school buses to Chapultepec Park. They enjoyed a quick trip through the castle of Maximilian and Carlotta, but they liked better the outdoor attractions. With about fifteen Mexican Indian students, friends despite the language barrier, they walked to see the animals and the birds in the outdoor cages. They stayed longest by the monkeys; one big monkey stole bananas from any small monkey they gave to, and it was quite a game to engage the big monkey by an apparent offer of a banana while actually giving bananas a few yards away. Two girls gave mirrors to little monkeys, and the monkeys showed proper appreciation of their own faces in reflection.

On May 31 Asuntos Indigenas sent photographers to take pictures of the students in native costumes. Naturally, dressing and taking pictures took time, but the boys and girls made a holiday of the occasion. A large number of Mexican Indian students from the school at which the boys were staying, came with them. Both groups were shy at first, but soon they became good friends, happy in finding similarities of background.

That afternoon, as the following days, the city furnished two policemen and two policewomen from the "polyglot" force. The officers were invaluable for their service as guides, story-tellers, and general leaders through traffic jams and getting into museums. The larger policewomen usually had one arm around each of two of the smallest girls.

Their visit to the Cathedral in Mexico City the students especially enjoyed. Used to the simple beauties of New Mexico's church architecture, they were amazed at the Cathedral's rich depth and great height. They stayed for over an hour, and heard the famous organ through an entire recital.

The students' constant interest in boats and water made a trip to the floating gardens at Xochimilco a sure success. For over an hour and a half they rode the canals in four big barges. In visits to the ancient Indian villages of Pedregal and Coyoacan they were amazed to see the quick transition from beautiful residential homes within Mexico City to villages of barefoot Indians washing clothes in arroyos.

But perhaps most of all the boys and girls enjoyed their most casual hours. Trips to the big open markets, to help buy food, were a constant delight. Shopping they enjoyed constantly, and they stretched the pesos distributed for purchases over many hours.

As they rode in the two buses, "Eagle" and "Arrow," and even more as they walked through the streets, the boys and girls drew much attention. One day a few of them were much amused to find one of the regular city buses



Indian Dancers in Position

with the name "Eagle" freshly but neatly painted on its back. The police escort had to explain constantly who the students were; people were interested and very kind.

The young people went home between five and six every evening and chatted happily on the green lawn of the Rancho Pantaco during the hours before and after dinner. Federico, the gardener, sat among them whenever the owner of the Rancho was away, and grew very proud of the English taught him. Morning and evening, the Mexican Indian students from the school sheltering the boys came for visits.

On June 4 Ambassador and Mrs. Daniels invited the whole group to a buffet supper at the Embassy. The students said later that the Daniels seemed to know exactly what they would want to do. They had serapes and pictures and craftwork to show the students, but they made the boys and girls completely free to explore for themselves. In the big reception rooms, on the open porch, and on the green lawn of the patio, the students quietly but happily and informally talked and ate through a very good evening. Senor Cisneros, Professor Bonfil, and Senor Sillio were there to represent Asuntos Indigenas. They, too, talked quite naturally with the students.

Even in Mexico City the students, of course, made many friends among Indians and non-Indians. The students from the schools at which they stayed were amazingly kind in greeting brothers who had come from so many miles away to visit them. Such friendship emphasized all the more the desirability of an extended visit to Indian country.

Even if only for one day, it was decided to visit the Indian Boarding school at Los Remedios, near Ixmiquilpan, on the way home. United States and Mexican flags decorated the buildings inside and out. The student hosts greeted the visitors in Spanish and presented them with three keys to the school. An Albuquerque student answered in Spanish in the name of the

visitors, to tell how very happy they all were to be there.

Students of both countries were no more than seated at lunch tables when a hard rain began. The boys of Los Remedios told their guests that they had never known it to rain at the school; both groups laughed at the rain making abilities of the Albuquerque students, even before they put on their scheduled dances. Since the roof leaked everywhere, all simply sat and took it, and when the downpour ceased the seven-course dinner continued as if nothing had happened. During lunch, the Los Remedios band played "Yankee Doodle" and other American tunes.

The afternoon was given over to informal handball and basketball, with students from both countries playing together.

After supper, the tables in the dining room were covered with boards to make a stage. Plays written by Indian children were presented, to show the poverty of the Indians and their struggle to improve their conditions. Although they were, of course, in Spanish, the Albuquerque group understood and enjoyed them. More than ever they saw that the groups of the two countries might have many great problems in common.

After the plays, the Mexican Indians presented the visitors with a beautiful American flag, and in return the Albuquerque group gave a radio. The boys and girls of both countries sat around for a while, and then the United States group went to beds given up to them by the Mexican young people. The next morning, after a few brief speeches and parting handshakes, the visitors left for home.

"Mail Order" Debating

ERIC JULBER

and

WARREN CHRISTOPHER

THE exchange of sectional views, and the opportunity of enlarging one's knowledge, are perhaps, the outstanding values of the recent increases in forensic tournaments. Doubtless, the number of students participating in these contests have also greatly increased, so both the quantity and quality of forensic activity have been improved by tournaments.

Unfortunately, war conditions will prevent schools from traveling to tournaments. Many fear that the stimulation which comes from this exchange of ideas, will have to be dispensed with for "the duration." Not so, with the speech department at Hollywood High, Hollywood, California, for under the direction of Norman B. McLeod, we have undertaken to exchange debate ideas by mail.

We have experimented with various methods by which to enlist schools in this profitable, yet inexpensive method of debating. Our first attempts ended in disappointment, for schools

would receive our affirmative case (as set forth in the suggested rules on this page) and make no other reply than to thank us for the speeches and assure us that they would use them soon. Through trial and error, we have formulated some rules, which, if followed, will bring results.

We submit these rules, in the hope that many schools will decide to participate in "Mail Order" debating. We can testify from experience that this does bring about an exchange of sectional views and does strengthen constructive cases. The most important rule to remember is that the negative must reply within four days.

RULES

A. AFFIRMATIVE

1. A school desiring to carry on a debate by mail need only register its desire with the National Office of NFL by mailing them its affirmative speeches. These will be sent to some other school which has likewise indicated its desire to debate by mail.

2. The speeches should be typed on 8½ by 11 paper, double spaced. They should be timed to take up eight minutes for each speech, or about eight pages for the entire case. Only constructive material, no rebuttal, should be sent.

3. Teams should define the question carefully and authorities and bibliographies should be noted—this is one of the prime values of the plan.

B. NEGATIVE

1. Within four days, the negative will reply in the following manner—

a. A direct clash with the affirmative case—point out fallacies, refute arguments, show inconsistencies, and then present a constructive case. This mailing should represent both the first and second negatives as they would be given in a debate.

b. The same rules of length as the Affirmative, apply to the Negative.

c. In addition to the complete negative attack, the Negative will also include an analysis of the Affirmative case. The analysis should include—"What are the case's weak spots," "Does it parallel successful cases in our region," and "How we would write the case."

C. THIRD MAILING

1. The third and final mailing is handled by the Affirmative who send an analysis and criticism of the Negative attack and case. This is not meant to be an actual rebuttal, but it will conclude the mailing and it will give a reaction to the negative case.

2. This mailing should be very brief—under fifteen hundred words. It is not to include new materials but merely answer the negative case.

—The Rostrum

Let us raise a standard to which the wise and honest can repair; the rest is in the hands of God.—Washington.

Stage Action Streamlined

TIME was when merrie clusters of itinerant actors played from one village to the next, probably obtaining edibles in exchange for their performances.

After awhile, actors were otherwise compensated, but the edibles were "thrown in," just for good measure. Early American histrionic legend is replete with just such experience. Brady records that tomatoes for throwing were sold right in front of the theater, and a large net was stretched across the proscenium—to protect the cast.

Precarious were those pioneer days of the stage, for, regardless of type, any play then was bound to have serio-comic consequences. People came because they expected to have a large time of it. Neither sleet nor rain kept them away. Action was to be on the menu, and plenty of it.

An interlude, finally a decade rolled by. Audiences had lapsed into a lethargic habit of movie-going. Here was a new medium of expression, which placed a premium upon the close-up shot. Magnification of the actor's face, ears protuberant, lips swelling up, chin jutting out—the lowly spectator could realize at last how tiny Gulliver must have felt in the land of giants.

In spite of a slight attack of agoraphobia, the living stage was continued here and there. And wherever the stage was continued, *stage action* remained its life-blood, and ever its most singly important skill.

Today, activity supervisors are fascinated with the stage for what it offers by way of freeing the personality, and of modifying its aberrations. But if the stage is to accomplish that, a transfusion is necessary—a transfusion of stage action into the school auditorium—on a *more streamlined basis*.

Perhaps stage action cannot be decomposed into its component elements, for acting is a variable. Many ingredients go into the making of it. Like electricity, it can be measured when it is in motion. Its properties and attributes are describable. It can be known, as it were, by its absence or presence. Readily conducted by some substances, other forces operate to retard and discourage its progress.

I

This leads the director to a fundamental consideration. For, when conditions favorable to stage action have been set up, the magic spark of action itself is induced to enter. When those conditions are absent, when, moreover, actual impediments exist, the current will not be conducted, and there is no spark. William Halstead concerns himself with these very impediments:

¹What the Director and Actor Want in Stage Management. American Theater Association Convention (1941).

EDWARD PALZER

Associate Editor, "Platform News"
Portland, Maine

"Any confusion backstage, or feeling of confusion, worries the actor."

He recalls the door which is left open as the curtain goes up, the chair so close to the table that there is scarcely enough room to swing a cat betwixt them (let alone move, or act), the safe which is to be burglarized of jewels—still residing erstwhile in the "prop kitchen," to say nothing of the disconcerted thief.

Or the plight of the moustachioed villain who is supposed to have the mortgage in his pocket. Also the telephone which rings *after* the actor has answered it, and the light which suddenly and politely goes out *seconds after* the actor has snapped the switch.

Yet these are tame compared with the pocket which simply refuses to let go of the revolver while another actor stands there patiently waiting to be shot.

Nor is it sufficient to have the right property on time merely for the final performance. It behooves the cast to have all properties—or at least reasonably authentic substitutes—during rehearsals as well, so that actors may become familiar with them. Some persons may tell about hectic nightmares in which they discover themselves tottering along on the roof-edge of a skyscraper, oblivious of the hard pavement and buzzing traffic below. The student actor may not have that particular nightmare. Perhaps instead he has the one Mr. Halstead relates: "The nightmare I have is finding myself standing in the middle of the stage, playing an important scene with a hat in my hand, a hat that I have never seen before, and with no place to put it."

Of course, the student will try to cover up a distraction or omission by "ad libbing," that is, inventing bits of action until the right property appears or the wrong effect disappears. However, as Mr. Halstead adds, "even with the actor who ad libs easily, there is a sudden tension in every muscle of the body, a tingling of every nerve, a momentary arresting of respiration, as he meets the situation. With the relaxation that comes about after covering the slip, there is a drop of energy and concentration that frequently brings line slips and all sorts of messed-up dialogue during the next minute or two."

Such conditions raise speculation as to why backstage confusion is tolerated. Perhaps because amateurs have a distorted picture of professional rehearsals, partly a figment of their own imagination, partly the result of scattered reports of what professionals are doing. They may envision a director (if anything, a little on

the wacky side), barking out impossible demands to a frustrated cast. Properties may lie strewn here and there in chaotic disposition. Mayhap amateurs come to the conclusion that no organization exists within the professional theater. But this seeming lack of organization is remedied there in its own way.

Recently, the Smithsonian Institute issued an intriguing account of Australia's fight against the cactus. This plant had been ruining acre upon acre of otherwise productive land. After analyzing the situation carefully, it was discovered that cactus is not native to Australia. It had, in fact, been imported without its natural enemy, as is often the case when importations are made.

Amateur groups are doing something of that sort when they open the door to malorganization, on the pretext that it is tolerated elsewhere. What they do overlook is the fact that a professional stage play continues for a full season, with preliminary runs in the smaller communities for testing and experimentation. Much of the organization has already been taken care of in earlier rehearsals. Similarly, the screen play rehearsal is only slightly related to the school situation. A five minute sequence is filmed at a time, and after some months, the pieces are fitted together like a jig-saw puzzle. The unseen artist is the man who fits together the pieces, making order out of chaos. From chaos to craftsmanship—that is the method of the screen.

But a school rehearsal could not function on that basis. It must have precision from the very outset. Halstead summarizes that standard: "We say, 'That (turbulence) is what makes the theater exciting.' But for my money, I'll take the excitement that comes from a fine, smooth, relaxed production created by people who like one another and their work, and do every thing they can do to make life as easy as possible for their partners." Clearly, that concept is in direct opposition to the vague platitude voiced by one "educator," speaking of extra-curricular activity, that it offered an "opportunity for young people to play around with these things." That philosophy of school activity is not conducive to good organization—the kind which would result in smooth and relaxed production. Behind it lurks the notion that dramatics is "easy," and unworthy of careful preparation.

Backstage confusion, a frequent cause of the unrelaxed atmosphere, can be minimized when the activity is planned as any other activity group would do it. Desultory methods are discouraged, especially with the introduction of the cue sheet. This is a running account of all backstage operation. It is followed by the stage crew as the play progresses from page to page—a kind of blueprint to the whole production as it is related to backstage operation. Each crew member has a specific location, assigned with a view to keeping the passage-ways to the acting area open. This plan might also subdue the "floorwalkers," of whom it could be said at times that "the very floors squeak of their

whereabouts." Of course, the use of cue sheets is only one device towards precision. Then too, any device must be accompanied by correct objectives. Those are at times very hazy, to say the least. Sometimes the impression prevails that the group hasn't had "dramatic experience" unless grease paint is sticking out on everybody's ears, or until several cast members are all but knocked unconscious by chunks of scenery.

Presumably the actor is mentally "in tune" with his part before he even enters the stage. Hence he should think, as well as act, "in character" both off stage and on. He cannot do this if he must shove his way around backstage, risk life and limb in a trek for the entrance, at the hands of well-wishers or evil-wishers, as the case may be. Halstead touches upon this also: "A mass of faces leering at the actor through every open door, window, and fireplace is very distracting. The crew should see as much of the show as they can at dress rehearsals. They should be content to hear only, at performances. When an actor is backstage, it is either because he is about to make an entrance, or because he wants to be alone. So let him alone. And particularly don't try to give him encouragement by a last minute cheering word or slap on the back just as he makes his entrance."

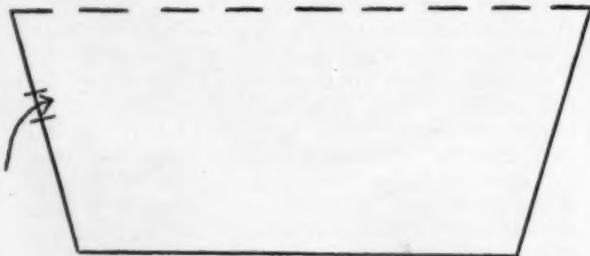
Directors become an impediment, too, sometimes. They do not talk about it too openly, they being the ones who unblushingly write articles on dramatics. But, instead of asking inexperienced students to become more *director-conscious*, would it not be more logical for the numerically few directors to become a bit more *actor-conscious*? Directors might act once in a while too.

This puts one in mind also of the directions typically found in play scripts and texts, especially with reference to location on the stage. They refer to "downstage," as indicating that area nearest the footlights, "upstage" nearest the back part of the stage. They refer to center (c), right center (r.c.), left center (l.c.), and so on. These directions are commonly written from the standpoint of the actor. That is, right center means to the actor's right as he faces the audience. But, paradoxically enough, the *very diagrams upon which these directions are printed are conceived from the standpoint of a person in the audience viewing the play*. In other words, here is a case of Egyptian signposts sticking out along a highway in Alaska.

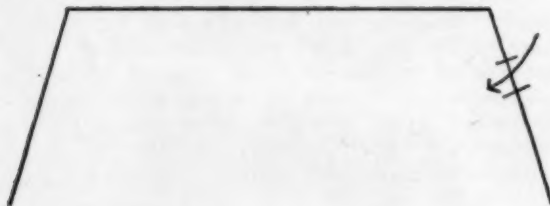
Small wonder that the student may be distracted as he thumbs through the diagrams in his script. He has to perform a mental flip-flop to transpose those directions when he steps on the stage. Not everyone is adept at that. Moreover, it opens the gate to differences of interpretation and misconceptions of all kinds. It may be conceded that untranslated script directions are probably no stumbling block to the professional actor, who from long years of experience can readily translate the instructions and instantaneously visualize the expected result.

The script is, in fact, a "negative," which is quickly developed, inverted, and pictured by

the well qualified director perhaps. Yet for the student it requires translation; and to expedite this process, the director may re-diagram all plans, giving mimeographed versions to the student, offer stage plans re-drawn from the standpoint of the actor as he faces the audience. Such diagrams become at once intelligible, since they translate all directions in terms of immediate action:



A moment's analysis of this clarified system of diagraming with the one immediately below quickly reveals the practicality of the suggestion. A student could follow the drawing below only after mentally inverting the positions:



Similarly, the coach who lounges out in the audience somewhere during rehearsals cannot be expected to direct with the same precision and clarity as one who becomes actor-conscious, that is, who works backstage or on the stage from time to time along with his cast. Stage action, much like a tapestry, is properly woven from the back side rather than the front. Admitted that he would want to step out into the audience occasionally to check on the acoustics and visibility of the production. That is assumed; but is it necessary for him to be planted there from the first get-together to the very shadow of dress rehearsal? It may be that he is so exhausted from the normal teaching load when entering the auditorium that he automatically sinks down, seeking respite from the weary day. But if he does that, he may be awakened when he steps backstage for the first time, perhaps the night of the performance itself. Then he may get the same experience as the disillusioned hen who had nurtured a flock of ducklings by mistake, and presently has to be reconciled to seeing them paddle well out into the deep water—while she has to remain panic-stricken on shore.

If the director is backstage at least part of the time during rehearsals he will not be pacing around there with a ghastly mien during the

actual performance. And incidentally, he can keep an eye on the stage crew at the same time.

That coach who regards his directorial task chiefly as one of a critic (constructive or otherwise) out in the audience runs another risk: the development of a *psychological fixation* in the mind of the student. The audience, by *locational association*, may become one vast critic, as it were, during the actual performance itself. Then a pained expression turns up when the student senses, or imagines, something going wrong. By his attitude he seems to say, "Folks, I'm doing it wrong now. Things are in a sorry mess, and they're steadily growing worse!" Perhaps then he looks unconsciously out into that vast sea of faces for help. But nary an ounce of help will be forthcoming, for the coach is not out there.

Both cast and director are upon occasion benumbed in another respect—sometimes the play selected simply does not "act." This characteristic is not always properly understood. If persons in the audience are dissatisfied, they usually heap disdain upon the coaching. The coach in turn may "pass the buck" to his cast, lamenting the "scarcity of talent this year." Especially so if he is the indolent type who imagines that somehow he can locate a good play merely by perusing a basketful of scripts. Presumably he makes his selection on the basis of plot and dialog. But plot and dialog, however facetious and scintillating, are of little avail if the play doesn't "act."

A young playwright once submitted his manuscript to a successful producer. To his surprise, the producer would not read it. Instead, he prevailed upon the young man to assemble a cast and rehearse the play, photographing the stage every few minutes.

This accomplished, the playwright returned with the photos. Upon glancing them over, the play was promptly rejected.

"Why, you haven't even read my play," muttered the young man in effect.

The producer thumbed patiently through the photos. "These persons," he implied, "seem to be in the same position most of the time. What on earth are they supposed to be doing?"

"They're talking."

"Exactly—they're not acting."

(Mr. Palzer will offer devices to prepare the student for "stage action streamlined" next month.—Editor.)

COURAGE

Of all words, that which best expresses the meaning of high morale is the word courage; not courage in the sense opposed to fear, but in the sense opposed to discouragement. Morale means adhering to a course of action, with firm resolution and total resourcefulness. It is not merely a question of suffering without complaint, but of "carrying on" when it would be easier to give up.

—National Education Association Journal.

All through life be sure you put your feet in the right place, and then stand firm.—Lincoln.

Awards in Journalism

OF ALL the controversial subjects that may come up in journalism there are very few that create the interest and discussion caused by journalism awards. The award subject has been one that has drawn wide discussion. It is time for journalism instructors to study it and then pass on recommendations in booklet or leaflet form to administrators. This done, it would be the answer to an important problem for many journalism teachers.

An incident will bring this point out, and then other experiences will clear up the situation as one journalism teacher found it.

It happened in this manner. A faculty meeting was called in a certain high school in Oklahoma to select the senior awards. A large number of awards are given in this particular school. For instance, two are given for 4-H Club work, two for the F.F.A., two for music, two for speech, and so on down the line. Some are of the important type, and others are considered more or less consolation prizes.

A journalism instructor in this faculty meeting asked for the privilege of giving an award for journalism and was immediately challenged. In fact, it was brought out that he should not expect favoritism and that if he himself gave an award, the presentation should be made in the confines of his classroom. Yet two speech awards were given, and for that term of school there was no speech department in the school.

This certain teacher felt that an injustice had been done, and so he wrote to the secretary of a state organization to obtain some information. One result was that he was assigned a talk on the subject for a spring conference. He accepted and sent out some questionnaires as a part of his procedure.

The answers received from various instructors, for the most part, were strong in the affirmative. Only three gave negative answers, and only one of these was the sponsor for an outstanding paper. The writer believes it would be well now to give a number of the answers submitted in response to the questionnaire.

A leading city sponsor states, "Each year the senior students who have done outstanding work in our school have their names engraved on a plaque which hangs in the journalism room. The first-year student who has contributed the most to the class and to the publication of the paper receives a certificate of award at the annual awards assembly."

Another thinks that if the athletic department has more right to give awards than other phases of school work it is merely because of general prejudice. She believes that people are more accustomed to these awards than they are for journalistic awards.

Yet another sponsor says, "Students in my classes average ten hours weekly, outside regular

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class, working under my direct supervision, just as students participating in athletics work with their coach."

A sponsor of a small high school believes and emphasizes the amount of work that students do outside of regular routine classwork. She also believes it gives valuable training in many other fields such as English, grammar, spelling, creative writing, and business. No other subject gives so much practical training that will prepare the student for college or for just living.

A parochial school instructor reports, "We think it would be a source of encouragement to the students and give them some incentive for which to work."

An ambitious young sponsor says: "News-papers render outstanding service to the school. A person who works hard to make that newspaper better is really working for the whole school. High school journalism requires in its different branches a higher degree of versatility than do many other subjects."

This from a national organization secretary: "I think it is a good policy to give journalism awards. A few points for basis upon which awards are made are either on outstanding types of work or on superior work on the whole."

One successful sponsor gives a bound file of the year's paper to the three students writing the best editorial, the best feature, and the best news story. They are selected by the members of the journalism class. She believes that since journalism requires a lot of outside work, it is the type of activity that should be rewarded.

A junior college sponsor writes, "I believe that those who give much of their time to the work of promotion of the school paper should be given recognition, and that such recognition would probably be a scroll pin to be worn on vest or dress."

For the affirmative cause the next two letters probably give most thorough argument. When asked about how to justify journalism awards one writer stated, "I wouldn't. It is just a case of giving to journalism students who work any number of extra hours the same recognition already given to students in music, athletics, and speech, and to any winner of first, second, or third place in a state contest."

"A journalism class is so new in most schools that it is still treated like a stepchild—blamed for everything that goes wrong, asked to do the jobs that no one else especially cares about doing, and rarely given a 'thank you' for anything."

"The school is interested in the journalism

class, but awards are just not given to the best journalists. So I say our problem is not that of justifying the giving of awards to journalism students, but of securing for them the same recognition already given to students in other classes."

The last report is from a secretary of a national association. It runs as follows, "Yes, I believe wholeheartedly in rewarding high school journalism students for outstanding and meritorious work on student publications. The fact that the boys and girls with whom I worked on the first paper I founded during my first year of teaching in high school received no recognition for their labors was the basis for the establishment of a school press association in my county and in my state—and eventually the establishment of this association. The awards vary, but they are earned as fully as awards for any other extra-curricular activity. In the long run, the school publication is closer to the real objective and purpose of the school than is any other one activity. It would be shortsightedness in the extreme if the editor and staff members of outstanding publications were not given some award for their accomplishments."

When I asked about giving journalism awards locally, I was told that it could not be done because the yearbook and the newspaper were group projects. When I suggested that I select the best journalists as the music department selected the quartets, I was told that this would not be democratic. When I suggested that it was as democratic to select the best in one class as it was to select the best in another, I was told that it was customary for schools to honor athletes, musicians, and speech students, but that there was no precedent for honoring journalism students.

As mentioned at the beginning of this article, most of the schools favored the problem. Only two or three didn't believe in awards and none of them gave arguments or reasons. This is not an extensive venture in research. It gives only the opinion of some thirty or more instructors taken at random from over Oklahoma. However, it reveals evidence of the growing belief that outstanding journalism students should be rewarded, especially so in schools where everyone and everything is rewarded.

Suttonian Prints Criticism American School Papers

OF COURSE, it is an established fact that English schools are more conservative than ours, and perhaps ours run to an extreme in the opposite direction. Our school papers and magazines differ in the same way.

The *Suttonian*, an English magazine from Sutton in Surrey, England has its opinions of our American papers. They have received copies of *The Sentinel* but as we do not print intimate news of school personalities in our paper, we

hardly think that what they have to say on that subject can be based on any copies which they have read. The *Suttonian* also prints some extracts from American newspapers which seem to be taken from gossip sections, and stories about cheerleaders, sports, the band and school life in general. Anyway, this is what our English friends have to say about us and our high school newspapers. Their comments are:

"They are, in the first place, modelled on the ordinary newspaper, a resemblance which covers both form and style. While in England, the school magazine gives details of the more important school news, and also aims, if sometimes unsuccessfully, at a certain literary standard in contributions, in America a very detailed account of school life is given and few, if any, contributions of merely literary merit are included. It must be admitted that the school news is presented in a bright and interesting manner that is a pleasant change from the rather sober accounts that adorn our magazines, but, on the other hand, much of the school news seems of a rather trivial nature, and the style of presentations rarely shows originality. It is rather slavish imitation of modern journalism, and makes full use of double headlines.

"The principal items of interest seem to be the football, baseball, dances and the band, all of which play a very prominent part in high school life. All the schools are co-educational and we were interested to note that the girls form themselves into groups known as 'pep' squads to lead the cheering at football matches. As one member of the first eleven was heard enviously to remark, 'Boy, could we do with support like that!' Every school seems to run a band, but, judging from the noises we have heard emanating from Room 2 on occasions we are better off without one at the moment.

"However, if there are any aspiring musicians in the school, why not join together so that you can perform on ceremonial occasions, such as Speech day, and could not the headmaster be greeted by a suitable fanfare of trumpets when he comes into assembly? Full space is also accorded to reports of the work of the classes, which, as far as we can make out, seem to be self-governing, and for intimate news about school personalities. There are in some papers what we should find embarrassingly full accounts of school romances, and even the lives of the staff are not free from investigation. Humor and pictures are also well represented in their papers. Numerous advertisements are also included.

"The paper is generally produced twice monthly by the journalism class of the school, and boasts an impressive editorial staff of about 15. When we compare their list of editor-in-chief, news editors, sports editors, feature editors, class editors, music editors, business editors, etc., with the two humble names that appear at the top of our editorial we bow our heads in silent amazement that our magazine ever gets produced at all."—*The Sentinel*, Spaulding High School, Barre, Vermont.

Training for Activities Administration

THE DEVELOPMENT of the activity program into one of the most impressive features of the modern high school is something that has affected high school administration perhaps more than any other single factor in recent years, and yet the proper administration of such a program has received relatively modest formal recognition from educational leaders as a whole. The growth of the interschool activities program has been one of the educational marvels of the past quarter of a century and through the organization of athletic associations, debate and music leagues, and the more modern and up-to-date all-inclusive activities associations, a great deal has been accomplished in the matter of setting up uniform standards, creating good will and pleasant relations among member high schools, and providing the type of student training that contributes to the attainment of those educational standards which have come to be regarded as fundamental.

In the training of high school administrators, however, through their courses in secondary school administration in the teachers' colleges and graduate schools, apparently not much progress has been made. The writer in discussing the subject with young men in training for advancement in the field of secondary school administration, has become impressed particularly with the fact that offerings of value are quite limited, at least in many of our colleges and universities. Supplementing a smattering of theory, both practical and impractical of application, are reports of limited research from limited sources and propounded by professors who, because of lack of first-hand knowledge of the subject, have to depend upon inadequate information. In some instances prominent wide-awake high school principals of experience who have served as instructors in summer schools have presented much that is of value, most of which has been derived from their own experiences or that of the students in their classes.

By no means is this to be construed as an indictment of the honest efforts of teachers of secondary school administration to give all they have to offer in a very limited space of time while teaching courses not designed primarily to explore the subject under discussion. At a time when schools of education are vying with one another in their efforts to present courses of value for graduate study, this timely subject seems to have been overlooked to the extent that the most authentic source materials have not been tapped. To be sure those of us who have been custodians of the archives which contain much of this source material have not contributed much in the way of organized studies that might be published or placed in the hands of those who are in positions where they might use it in their teaching. At the same time, no in-

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terest has been indicated on the part of most of our graduate schools in obtaining authentic and up-to-date information for teaching purposes. For this unsatisfactory situation there appear to be a few apparent and very good reasons.

Administrators of experience will recall the reluctance with which they and their colleagues accepted interschool athletics as an integral part of the school program. Approximately thirty years ago interschool competition in athletics was tolerated grudgingly, later recognized with misgivings, and finally accepted in good faith. Colleges and universities, with better vision and more elevated intellectual horizons, were quick to spot the public and student appeal of interschool contests and soon started the promotion of athletic meets, music contests and debate tournaments, not for their own students but for those of the rapidly increasing number of high schools in the surrounding territories. Thus the colleges took the lead and for many years dominated the fields of activity in which the high school students participated. In some few sections of the country that domination by institutions of higher learning, principally state universities, still exists. Although they ultimately lost their control of the curriculum policies of the secondary schools, there are still those who offer mild protests because they are not permitted by the various high school associations to continue unmolested in their desires to promote activity events designed primarily to attract students to the college campus. A preponderant majority of colleges and universities, however, have recognized the right and the responsibility of the high schools to organize and administer their interschool activities under the direction of their own leaders and are lending their helpful and enthusiastic co-operation in setting up and maintaining new standards and objectives.

This belated recognition of the position of the modern high school, principally through its authorized agencies and associations, in the administration of the activities in which high school youngsters engage, is no doubt one of the chief contributions to the failure or reluctance of schools of higher learning to build and offer courses in the administration of high school activities based upon a reasonable study of available and authentic material. Other contributing factors, of course, are the absence of accessible books or pamphlets containing the source material compiled in convenient form and the modesty of the high school people in suggesting to the colleges and universities the advisability

of offering courses in subjects which are of such importance to them in their daily duties.

It is impossible, of course, to present in a single article any comprehensive discussion of the many items to be considered in the presentation of such a proposed course of study. Nothing more is intended here than the exposition of an important subject which is not receiving the attention it seems to deserve in the training of young men and women for their duties in the field of secondary school administration. Considerable progress has been made in setting up the necessary machinery for the dissemination of the newest and most up-to-date information regarding interschool relationships, but the ultimate objective must include more than a plan of preparing for and managing interschool events. The essential features of a successful activity program from the standpoint of its administration within the individual school are the next in line for serious consideration. In a future article an attempt will be made to single out some of the most pressing problems that need attention and to offer some of the reasons for the suggestions to be proposed.

Early Student Publications

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SCHOLASTIC journalism has a future, but it also has a past. Not a twentieth century fad, it originated in the United States in the eighteenth century. Proof for this is to be found in the research of scholastic press associations and departments of journalism.

Perhaps the first secondary school publication appeared within a year after the Declaration of Independence was signed. It was the *Students' Gazette*, published by the boys of William Charter School in Philadelphia in 1777. A handwritten newspaper, it was a single sheet of rag paper.

The *Literary Journal*, published by the Latin School in Boston in 1829 was the first printed student publication of which we now have records. This newspaper's staff admits, however, that it was following "the example of other schools in Massachusetts." Continued inquiry may reveal the names of the early publications both in Massachusetts and other states.

Here is a list of other newspapers known to have been produced in printed or handwritten form by high school students before 1886:

- 1834—Ka Lama Hawaii, Hawaiian Luminary, Lahainaluna High School, Maui, Hawaii
- 1841—The Athenian, Allen Academy, Pa.
- 1845—The Rising Sun, Latin School, Boston
- 1846-48—Bedford Street Budget, Latin School, Boston.

1848—The Juvenile Gazette, Latin School, Boston.

1848—The Streamlet, Latin School, Boston

1848—Excelsior, Public High School, Hartford, Conn.

1848—The Rivulet, Public High School, Hartford, Conn.

1849—The Minute Book, Central High School, Philadelphia.

1850—The Scholar's Experiment, Middletown, Conn.

1851—Constellation, Girls' High School, Portland, Maine.

1851—The Effort, Public High School, Hartford, Conn.

1851—The Students' Manual, Latin School, Boston.

1853—The Satchel, High School, Litchfield, Mass.

1854—The Experiment, High School, Middletown, Conn.

1854—The Bud of Genius, High School, New Britain, Conn.

1854—The Souvenir, High School, Waterbury, Conn.

1855—The Item, Dorchester High School for Girls, Dorchester (Boston), Mass.

1857—The Chanticleer, High School, Hartford, Conn.

1857—Bush Eel, Central High School, Philadelphia, Pa.

1859—High School Thesaurus, High School, Worcester, Conn.

1860—The School Bell, High School, Bridgeport, Conn.

1866—The Satchell, Tain School, Boston.

1870—The News, High School, Erie, Pa.

1870—The Budget, Vail-Deane School, Elizabeth, New Jersey.

1870—A paper, High School, Holyoke, Mass.

1875—The Aurora, High School, Middletown, Conn.

1875—High School Journal, High School, Milwaukee, Wis.

1876—The Sun, Central High School, Philadelphia.

1878—A paper, High School, Corry, Pa.

1878—Vermont Academy Life, Vermont Academy, Saxton's River, Vt.

1879—The Chronicle, High School, Niagara Falls, New York.

1882—The Register, Latin School, Boston.

1883—The Advocate, High School, New Brunswick, New Jersey.

1883—The Xavier, Xavier High School, New York, New York.

1885—The Mirror, Central High School, Philadelphia, Pa.

1885—The Record, English High School, Boston, Mass.

If any readers of *School Activities* can add to this list, both the author and the editors will appreciate the information. Undoubtedly continued research will reveal the names of scholastic publications which paved the way for those which today render a vital service both in peace and war.

Six-Man Football in the Present Emergency

THE IMPACT of the present war emergency is having its effect on the programs of our educational institutions as well as on other phases of everyday living. In the face of the increased need for maintaining, and even strengthening, educational opportunities it is necessary to curtail expenditures in many areas of school experience. Along with limited budgets the schools are faced with increased costs for both services and materials. Retrenchment is necessary on every hand in order to keep the expenditures within the limits of the resources.

The first of the activities sponsored by the schools to be affected are the so-called extra-curricular activities, particularly athletics. This reaction is, perhaps, to be expected, even though it is extremely shortsighted. Many of the best lessons in living are taught through these "extra" activities. The whole situation, then, places upon the school administration the responsibility of salvaging and maintaining as many of these values in the educational program as possible.

The emergency curtailment in the athletic program will be felt in two ways. One of these will be a shortage of equipment. It will be necessary to limit the purchases of new equipment and to make the old equipment render maximum service over a maximum period of time. Within limits of safety, that is a desirable lesson in economy even in normal times. The serious aspect in the present emergency, however, is the likelihood of the limitation of the number of boys who will be permitted to participate in the athletic programs; also the increased probability of serious physical injury because of inadequate protection to those who will be able to participate.

A second curtailment in the athletic program will be a curtailment in travel. This will result both in fewer contests and the elimination of intersectional contests. The curtailment of either of these to any marked extent is not desirable.

These curtailments in the athletic programs of the public schools will have to be made even in the face of the insistence of the federal government and the military authorities that the schools maintain a rigorous physical education program. The schools are told that it is their patriotic duty to maintain a high standard of physical development and conditioning, and yet they are faced with limited budgets, rising prices, and lessened transportation facilities, to say nothing of the difficulty of securing and retaining an adequately trained staff.

There is one comparatively new game, however, that will help bridge some of these difficulties. It is six-man football.

The equipment for six-man football is not as expensive as that for the regular eleven-man game. Because of the difference in the nature of the game, a little less equipment is needed,

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and what is needed is a little less expensive to manufacture. It is necessary, however, to choose the equipment carefully to assure against serious injuries from inadequate protection. Then, too, the smaller number of team members will permit a number of schools with smaller enrollments to participate in the sport who would not be able to play the eleven-man game.

Because of the smaller number of players on a team, six-man football is ideal as an intra-mural sport—even, if not especially, for the larger school. If the worst should come and transportation for athletic teams should be eliminated entirely, six-man football would in a large measure fill the gap. In any school with a sizeable enrollment a complete autumn schedule of intra-mural games could easily be arranged. If these games were played before the public, either in afternoon or evening, they would constitute an acceptable substitute for the regulation eleven-man schedule for the duration. Such an arrangement would take a prominent place in maintaining home morale. In the event, however, that the greatest adjustment necessary would be only a curtailment of the extent of the football schedule and the size of the squad carried then the six-man game, as an intra-mural program, could adequately take care of the boys eliminated from the regular squad through such curtailment. The fundamentals of the two games are essentially the same. Therefore the six-man game as an intra-mural sport would still prepare the younger players for the varsity and serve as a feeder for it. Likewise such a schedule would provide proper conditioning for the boys who could not participate for the regular varsity squad, as is requested by the federal government and military authorities.

There must be no illusion about the "he-man" qualities required of the players of the six-man game. It is true that there are fewer serious injuries than in the eleven-man game, but this is due largely to the style of play and the wide-openness of the game. Six-man football is no sissy game; it requires real men. Smaller, lighter boys can play the game, but they must develop stamina and endurance. Accordingly many of the boys who would be eliminated from the regulation game because of size would prove excellent material for the six-man team. In that way these boys would get the recommended conditioning that otherwise would be denied them.

Since our military authorities are insisting that the schools must condition the young men of America for a strenuous military program, our

schools must expand the program of rigorous physical training. The regulation football game is doing a fine job for the boys who participate. Unfortunately, however, the number who can take part is extremely limited. Often the boy who needs the conditioning most is unable, for various reasons, to get it. The six-man game, as an interscholastic game in the smaller school and to fill the gaps in the larger school, is the ideal game to fulfill the request of our federal government and our military leaders. In that way our schools can more adequately serve our country in this hour, the gravest hour in its history.

Essentials in Homeroom Activities

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THE HOMEROOM period has its ups and downs. It is discussed and cussed—perhaps most frequently cussed. But still it is one of the most important activities in school.

The trouble is that this field is uncharted, the objectives nebulous, and material helps for teachers meager. This creates a challenge to any instructor in view of the fact that records and reports are becoming longer, committee meetings more taxing, and extra-curricular duties burdensome. No wonder a good many of our brethren merely incorporate study periods, student visitation, and correcting papers into the activity period and call it a day. The blame for this is not solely upon the teacher. He often does not know what to do or what is expected of him—and no one else seems to know or care very much about it.

Success of the homeroom period is conditioned by three factors: namely, (1) agreement as to the type of activities to be included, (2) teachers who believe in the innate value of such activities, and (3) teachers who conduct the work constructively.

We can discuss only number one now. In many cases odds and ends are reserved for the homeroom period. Too frequently it is an educational dumping ground devoted to study periods, correcting papers, art work, helping the teachers with reports or copying, playing games, visitation, reading library books, waiting for the next period. This routine or makeshift type of program cannot lead to anything constructive.

A successful homeroom period is predicated by purpose, a distinct worth-while objective. We cannot all agree as to just what that purpose is—perhaps that is not necessary. The essential thing is that each school, or school system, have some constructive aim, and that the total faculty work to that end.

In the Oliver School our purpose is to develop

social consciousness, consideration for others, openmindedness, and the ability to think and work together. All this is elemental to democracy. Stubborn adherence to preconceived ideas is a sign of weakness. The strong individual is the one who is constructively flexible—the one who can give and take in light of the evidence. Co-operative thinking, analysis of opinions, compromise—that is the strong way, that is the democratic way.

However, the ability to do this calls for consistent training. Our plan for developing group thinking and cooperative planning as a homeroom activity follows: (1) each class from the 7B through the 9A has a class president; (2) all class presidents form the student council which meets on Fridays under supervision of the principal; (3) on Mondays each class president holds a meeting of his class during which problems previously studied by the council are discussed. (These meetings are sponsored by the teachers.) (4) the following Fridays these respective problems are discussed during the council period in the light of homeroom reactions.

On days not devoted to council meetings the homeroom period features other types of discussion—planning, giving parties, and sponsoring room programs. These activities call for skillful supervision and guidance—always essential factors in healthy growth.

This type of work trains children to think in terms of the group, to express their views in public, to respect the rights of others, to evaluate ideas, and to formulate plans acceptable to all. Discussion is a potent educational medium; its values should be fully capitalized.

The homeroom period can be one of the most constructive of the day—or it can be a waste of time. Let's give it more thought, more planning, more supervision. Let's derive from the homeroom activity a full measure of big values.

Education for Defense

LYDA BROWNFIELD, Lincoln, Nebraska

Educational growth can be accomplished through student councils by:

Student participation in every high school
Thoughtfulness of others
Unifying the school group
Do's instead of don't's
Every day's work justly inspected
New programs—educational and entertaining
Teaching American ideals

Creating a more effective leadership
Organizing classes into worth-while clubs
Use of city library and school publications
Novel patriotic programs
Cooperating with community activities
Instituting a safety program
Leisure time stimulated through hobby groups
Student's acquaintance with resources of community life.

Introducing a Student Council to a Small High School

THE FUNDAMENTAL philosophy underlying our educational system today is that of preparing boys and girls for citizenship in a democracy. This preparation is incomplete unless the boys and girls actually experience training in democratic ways of living. An opportunity for this is provided within the school itself, when the boys and girls assume responsibility of governing themselves. The framework of this self-government is usually in the form of a student council, the members of which are elected by the students themselves.

The student council is not new, not by any means. Down through the centuries since Plato's time, student participation has been practiced in all types of schools from the kindergarten to the university. Until now, this plan is to be found, in one form or another, in two-thirds of the high schools of the United States. Although the forms of organization and the degrees of success still vary, the plan has become established as an important element in modern education.

The student council functions best under well trained, broad-minded faculty members in whom the students have a great deal of confidence. The faculty members must represent the school authority, but they must let the students take an important part. If the school is an autocracy run by the principal, or an oligarchy run by the faculty, and the student is a mere subject, then we can not expect him to exhibit many of the basic traits of good citizenship when he emerges from this setting. It does not fit him for the self-direction required, in his adult citizenship. If, on the other hand, the school has helped him to live as a good citizen, then he will find his place as a member of a democratic society.

Many plans for student government organizations have been tried throughout the country with varying degrees of success. Many efforts have resulted in complete failures. The reasons for such failures lie in the fact that the organizations were adopted as disciplinary measures. We should keep in mind that the primary purpose of student organization is training in citizenship. In order for student participation in high school control to be successful, certain fundamental points must be kept in mind.

In the first place, the faculty members and students must realize the need for any proposed organization. The faculty members should study the question and present the facts to the students. Faculty members must give enthusiastic and hearty support to any plan for student participation, or it is sure to fail. The plan must be agreed upon by both the faculty and the students.

In the second place, teachers and students must be thoroughly familiar with the plan be-

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fore it is put into effect. They must prepare the way for its adoption and operation and see that it is understood.

In the third place, student participation in government should be introduced gradually. No plan will be apt to succeed if tried to be put into effect all at once. It should be more or less experimental at first because it is something new to the students.

In the fourth place the plan must be a simple one adapted to local needs. One plan may be successful in some schools and a failure in others. It must never be copied from another school.

In the fifth place, activity plans should be open and above board. Secrets should be avoided. The student council is not supposed to do dirty work. It is established to share the honors and to be a responsible and honorable body of students. Authority should be felt by both the faculty members and the students.

The objectives of student participation may be classified into two main groups: benefits to the students, and benefits to the school.

The benefits of the student council to the students are as follows: (1) to capitalize for educational profit the important fundamental drives; (2) to prepare the student for active life in a democracy; (3) to make him self-directive; (4) to teach social cooperation; (5) to increase student interest in the school; (6) to develop social morale; (7) to foster sentiments of law and order; (8) to discover and develop special qualities and abilities.

Student participation develops the student personally. It fosters democracy, fair play, unselfish service, consideration for the rights of others, and respect for the law of the social group. High ideals of citizenship are kept constantly before the students in a well organized student council.

The effect of the student council on the life of the school is the second group of values. The council can, and should, help to organize, promote, administer, and articulate all of the activities of the high school. It is a part of the school, and it grows out of the very life of the school. The principal, every teacher, and every pupil is represented in the council. The principal realizes that the council will not run itself and that enthusiasm over a new activity will disappear unless there is real work for it to do and unless the work is done under skillful guidance. Thus the principal guides the council. He has the veto power over all legislation. If he is a real leader, planning with his teachers

and pupils, the best plan will probably prevail.

The council represents every pupil. Every homeroom should be represented in it. The principal directly, or through an advisor to homeroom advisors, sees to it that there is intelligent discussions in the homeroom of all important measures. Therefore we see the council represents the whole school; it formulates policies, coordinates activities, legislates for the whole group.

The council does its work first of all in the formation of intelligent school spirit. Discussion in homerooms and council, guided by advisers and student leaders, is the basis of starting this spirit. The attitude of the advisers can make or break morale. Students need more guidance and less punishment. Many schools do not realize this fact, and for that reason among others they fail to see the need of a student council. All students need guidance—especially in the adolescent stage. Good discipline is positive, not negative. The council machinery should be simple—just enough to get work properly accomplished.

The council should begin with concrete activities where definite success is possible. As homerooms and council, gain the ability to the students and teachers, working through handle these activities, they can later take up more difficult problems. They must learn gradually to work co-operatively and effectively.

The council usually handles specific activities through standing and short-term committees. In high schools, and especially in small high schools, much of the work can be done through short-term, single simple committees, appointed for specific jobs. The committees should be directed so that the work is done quickly and effectively. Then the committee can be discharged with distinction. If for any reason the committee fails, or does not co-operate, it should be replaced by committees, should be killed, or kept alive; never allowed to die.

The council should feel that it has accomplished something when it has demonstrated the ability to get other people to work. All pupils should participate and co-operate with the leaders. In a small high school it may be wise to elect members twice each year. Council members should be guided in learning how to get effective work done by a wide distribution of responsibility, rather than by trying to do it all themselves.

The council should have a constitution. The charter granted by the principal will be the basis for such a constitution. The constitution as a rule, should be developed step by step as the school, principal, and teachers, as well as pupils, develop ability to participate in the direction of this all-important part of extra-curricular activities.

I only regret that I have but one life to lose for my country.—Hale.

It is better to be faithful than famous.—Theodore Roosevelt.

Who Chooses Your Plays?

HARRY CARLETON
Denver, Colorado

DO YOU? Have you chosen yours from a selected list recommended by this or that group or college? Has some friend told you that she knows a play that has gone over big in her town and *you* should surely stage it? Do professional productions tempt you regardless of the group with which you work?

If you have successfully fought off all of these temptations and decided that you know best what your group can best produce with honor to themselves and pleasure to your community, you are to be sincerely congratulated.

Volumes have been written on "How to Choose a Play," and hundreds of headaches have resulted.

Lists have been compiled, many without mature thought and judgment, and sometimes impressions are given that those directors who do not use these lists are—well, you know—not members of the elect.

After all, and fortunately too, there are quite as many differences in the choice of plays found in both director and audience as in the selection of clothes. Some publishers would be hard hit indeed to find and publish only plays which have received unanimous endorsement. If directors are capable enough to produce plays, they are certainly able to choose the play which best fits their particular groups and communities without depending too much on suggestions from the outside.

Suppose we have a group from one of the hundreds of small schools. The director is possibly the English teacher, with ability but not full time to devote to dramatics. She is teaching in a community that has been accustomed to look to the school play for much needed relaxation and entertainment. She does not have to resort to cheap clap-trap material to serve her group and community, but a Broadway success would be just as much out of place. The music supervisor in her school would not expect her orchestra to do a Beethoven Symphony even reasonably well.

The whole gist of this article is to urge directors of dramatics to choose their own plays, keeping in mind their particular problems and those of their community. The best play for you may not be the best for someone else, so don't feel that you are a dramatic lowbrow if your list of performances does not include a lot of so-called professional successes, which have perhaps been given by overly ambitious directors. Many publishers' catalogs are now carrying good comedy-dramas, farces, and more serious plays at reasonable prices, and offer the wide diversity of plays required to meet the many problems of the director. Choose your own play and be fair enough to your group when making your choice.

Our Annual High School Carnival

ONE OF the most successful activities of my high school for years has been the annual carnival. Both students and parents look forward to it each year with enthusiasm.

There are two chief purposes of the carnival: (1) to provide an evening of wholesome recreation for the students and citizens of the community, and (2) to raise money for the activity fund of the high school. That it accomplished the first aim is shown by the fact that year after year almost every person young and old in the community attends and participates in the activities. Not only that, but people of the community are always ready to help the students in planning the carnival, and are generous in donating eats for the lunch stand, prizes for the contests, and the use of equipment, lumber, etc. As a means of raising money for the activities budget, this project is unsurpassed.

After the date for holding the carnival has been selected, a committee of three students is appointed by the student council president. The principal, together with a faculty director for the carnival, work with this committee of students. Responsibility for planning, organizing and managing the various phases of the event is assumed mostly by the students.

About two weeks before the date for the carnival, the four classes hold meetings and elect carnival queens. The girl selected by each class competes for the honor of being school queen. Immediately the wheels begin to turn. The members of each class go to work to elect their queen. They begin to campaign and line up support for their queen among the citizens of the community. The contest is vigorous, but characterized by friendliness and good sportsmanship.

The committee—three students, the principal, and a faculty director—plans the carnival program, assigns students to operate stands, and perfects all details of organization. Students are so enthusiastic about the work that usually the biggest job of the principal and faculty director is to restrain students in their eagerness and keep them doing a reasonable amount of classroom work while preparation for the carnival is under way. Students select the prizes, plan the games and contests, decorate for the carnival, plan and organize the parade, provide for the music, and make other arrangements.

On the day before the big night, the carnival spirit reigns supreme. This day is designated "Hobo Day," and students and faculty both dress up accordingly. An assembly is held, a king and queen of "Hoboes" elected, and prizes awarded for the most original costumes. The class which excels in the artistic design of costumes receives one hundred votes toward the election of its queen.

In the afternoon at 2:30 o'clock the carnival parade is held. Each class has a float, the best

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of which wins a hundred votes for the class candidate for all-school queen. Various businesses in the community also enter floats in the parade.

The doors of the schoolhouse open at 6:30 for the carnival to begin. Most of the events are held in the gymnasium, which has been decorated elaborately in the school colors. Booths and stands are also decorated. A novelty band and an electric victrola alternate in providing music. The official announcer calls out the various attractions over a loud-speaker system.

Some of the attractions found in the gymnasium are: Darts, Fortune Telling, Freak Show, Shadow Show, Fish Pond, Shooting Gallery, Hit the Dolls, Hit the Clown, Peg Washer, Pull the String, Beauty Parlor, Boxing, Wrestling, Novelty Stand, Lunch Stand, Soda Stand, and Popcorn Stand. The refreshment stands—Lunch, Soda, and Popcorn—take up almost one entire end of the gymnasium. So many eats are donated by parents that there is plenty for everyone. The purpose is to make sure that everyone has enough to eat, rather than to make a large sum from the sale of foods and drinks. Large hamburgers, sandwiches, and cuts of pie are sold for five cents each. Nothing costs over five cents.

While these activities are under way in the gymnasium, a minstrel show is going on in the assembly room. A popular motion picture is being shown in another part of the school building. By about 11:00 o'clock most of the prizes are gone, and the crowd begins to move toward the assembly room for the final event—the crowning of the all-school queen. This event has been rehearsed and is an impressive ceremony. The class queen who has received the next largest number of votes has the honor of crowning the all-school queen. She is assisted by the other two class queens. Each person who bought a ticket during the carnival has been permitted one vote for the queen, and the votes are counted from time to time while the carnival is in progress and announcements made, in order to let the crowd know which one is ahead and give students an opportunity to boost their candidate.

Aside from the wholesome fun which the carnival provides for students and public, and the educational benefit which students derive from planning and carrying it out, the event increases the community interest in the work of the school, is an aid to student morale, and permits the school to finance many activities which otherwise would be entirely impossible.

Suggestions for a Photography Club

PHOTOGRAPHY furnishes the opportunity for a "doing program" in a school. Students desire to make things, to feel that they can accomplish something. They like to work with one another and compare results. There is an opportunity for the student who seldom receives praise on curricular work to begin at the bottom and with painstaking effort master the fundamental principles and develop a hobby, and in a few instances a vocation, of which he has a right to be proud.

A photography club furnishes an opportunity for the teacher to acquaint herself with her pupils more closely and the student to gain a better understanding of the teacher and her guidance motives. The group will be small of necessity for the reason that it is impossible to work in a darkroom which is crowded. It is not until after the successful completion of a project of this type that a teacher fully realizes and appreciates the worth of it as an instrument for the development of science skills.

It is the study of light in the eighth grade, the study of the human eye in Biology, the explanations of the reactions to light of the silver chlorides and bromides in Chemistry, and the instruction in lenses and their wonderful phenomena in Physics that pave the way for a fundamental understanding of the underlying principles involved in a photography club. This fact would tend to limit the participation in such a club to the junior and senior years of high school. However, there will be found a keen interest in what composes a good picture, the manipulation of a camera, simple developing processes, and other less technical phases in the lower brackets of the high school. It is not wise to sublimate this interest but rather utilize it in a Junior Photography club. As the student advances and understands the more complicated processes involved, he will become eligible to membership in the Senior Photography Club. In this way the pupil may feel that he has an opportunity for advancement with some recognition for his achievement.

The membership of the club should be limited to those who possess cameras. The simple box-type camera which is easy to handle and inexpensive to keep up is quite satisfactory for the beginner, since the main objective is to take pictures and to recognize picture possibilities rather than to master the technicalities of photography as a profession.

The first important step is to teach the owners how to use their individual cameras, for they have varied make-ups. To the group the instructor can demonstrate the parts which are common to all cameras. Such things as loading the camera, kinds of film and why they are used, and the making of indoor and outdoor scenes are worthy of careful direction in the

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beginning. A basic knowledge of what happens at the click of the shutter should be given the student. It will be valuable to enlist the services and information of a near-by camera shop. A visit to such a shop and the examination of various basic materials is worth-while. There are many simple aids which may be rendered in this way.

The next step in the procedure is laboratory lessons in developing, printing, and enlarging. The routine and technique of the development of the negative can well be demonstrated by a professional with great benefit to the group. This furnishes an excellent opportunity for welding together of community and school interests. The student likes to feel that those around him appreciate his efforts in a worth-while study. It also enables the sponsor to enlist the services of an adult camera club, which may include some of the parents of the students.

The Junior Photography club will differ from the Senior Photography Club in two key words, namely: how and why. The Junior Club will be asking how to do this, that, and the other, while the Senior Club will be interested in why various phenomena produce certain effects and will view the process in a much broader light. If the program is worked out and executed in a well planned manner, there will be little or no over-lapping in presentation of the various necessary techniques to successful outcomes.

It would seem best to have no formal club set-up as is thought necessary in most other groups that function in the name of "clubs." The photography group, because of the nature of the work, should maintain an informal atmosphere.

The club should maintain a bulletin board on which work is displayed for critical study. This will do much to improve the quality of the work done in the laboratory periods.

An occasional speaker will be able to give valuable information and hints from varying angles.

A visit to the zoo, places of historical interest, the mountains, or the beach will furnish a wealth of material for picture taking of the worth-while nature.

In the planning for a two year program the sponsor should divide the time proportionally to the developing of the various divisions of work. Each year should be broken down into months with four periods each. Of course the laboratory periods will have to be arranged outside of school time at the convenience of the students and instructor. The work for the month can be divided into a period for the instructor to lecture or demonstrate some step in

the process, another period for field trips to secure pictures, another for contributions by the students and still another for outside speakers, other photography club (adult or school) contributions, or whatever seems most important.

As to the financing of the club, there are a number of ways that this can be done. A small fee of fifty cents can be charged to buy basic materials for the Junior Club, while a dollar as a minimum would be necessary for the Senior Club. This amount will have to be supplemented by various other ways if the extra-curricular program of the school is financed by the decentralized plan. Such ways might include: sale of pictures of campus scenes, individual snapshots, picture shows, club dances, fairs, circuses, or even the sales of candy.

At no time during the activity of the club should the aim or purpose be forgotten; that is to seek self-expression of the beautiful and real by "doing." To do this, we employ the marvel called "Photography."

GENERAL PLAN FOR CLUB PROGRAMS

JUNIOR CLUB PROGRAMS

FIRST MONTH

At the first meeting, the instructor should introduce the work of the club, its purposes, objectives and needs, giving the student a bird's-eye view of the work for the year.

At the second meeting the club may take a hike in search of picture possibilities.

The third meeting will be a student program based on current photography magazine articles.

Speaker from the city adult photography club on the subject of "Purchasing a Camera." (Twenty minutes with a forum following on various questions which may puzzle the students.)

SECOND MONTH

I. The second (instructor) period lends itself to the kind of camera the pupils have or desire. The sponsor should note some selective criteria for the amateur camera fan to follow.

1. The fixed-focus camera.
2. The folding hand camera.
3. The vest-pocket fixed-focus folding camera.
4. The folding focusing camera.
5. The view camera.

Note for the student, the loading of the camera, holding it, how to set the shutter, how to set the stops, how to see the image in the view finder and how to focus it.

Instructions should also be given as to the care of the camera. Explain that dust, careless handling, and moisture are the chief enemies of a camera. Dust that gets inside of the camera will cause black spots to appear on the negative. To give efficient service a camera must be treated as any other scientific instrument.

II. The club may take a hike for the second monthly meeting. They may go to the State Capitol buildings and parks in search of snapshots.

III. Student program—based on criticisms of pictures made on the hike which they took at the

previous meeting.

IV. Speaker from Camera Shop on "Making First-Class Snapshots" (twenty-five minutes). An open forum should follow for any student questions which might arise.

THIRD MONTH

I. The sponsor can well spend this period in giving the proper technique in taking landscapes.

1. How to take pictures with a fixed-focus camera.
 - a. How to make better pictures.
 - b. How to take snap-shots.
2. Taking pictures with a focusing camera.
3. How to make artistic pictures.
4. How to use the exposure meter.
5. Timing the exposure.
6. How to make soft-focus pictures.
9. How to photograph clouds.

II. Club hike to make pictures of street scenes and landscapes.

II. Student program using current photographic magazines as source material.

IV. Speaker for twenty minutes on the subject of "Films," followed by an open forum on various problems of student interest.

FOURTH MONTH

I. Sponsor lecture on architectural photography.

1. How to take exteriors.
 - a. The use of the swing-back.
 - b. The use of the wide-angle lens.
 - c. The kinds of plates or films to use.
 - d. Lighting.
 - e. Getting the best position.
 - f. Timing the exposure.
2. How to take interiors.
 - a. What to include in the picture.
 - b. Controlling the lighting.
- II. Club hike to make campus winter scenes.
- III. Student program from "American Photography" magazine on current findings in photography.

IV. Speaker from adult photography club for thirty minutes on "Photography as a Hobby." Followed by student discussion and questions.

FIFTH MONTH

I. Sponsor lecture on taking of portraits and groups.

1. Camera and lens needed.
2. Plates and films used.
3. Lighting.
4. Proper background.
5. Posing the subject.
6. Focusing the image.
7. Timing the exposure.
8. Indoor and outdoor portraits.
9. Getting rid of spots and wrinkles.
10. Making group pictures.
11. Children's portraits.
12. Animal pictures.

II. Hike to secure snow scenes on and off the campus.

III. Student planned program on current photography topics.

IV. Speaker for 25 minutes on the subject

of "Place of Pictures in Hygiene Study." Student forum following.

SIXTH MONTH

I. The sponsor's period can well be taken in a discussion of the use of artificial light in picture making.

1. Interiors.
2. Groups.
3. Portraits.
4. Silhouettes.

II. Club hikes to take pictures of winter bird residents, as well as to photograph the early comers.

III. Student program from "American Photography Magazine."

IV. Professional demonstration of making a negative.

SEVENTH MONTH

I. A study of the developing and fixing process may be discussed by the sponsor.

1. Lighting conditions during development.
 - a. Use of colored light.
 - b. Darkroom conditions.
2. Simple materials necessary for development.
 - a. Darkroom with running water.
 - b. Washing tank.
 - c. Three small trays (glass or porcelain).
 - d. Thermometer.
 - e. Darkroom lamp.
 - f. Glass stirring rod.
 - g. Graduated glass.
 - h. Developer.
 - i. Hypo.
3. Making the developer. (Ready-made developer can be purchased at a camera shop in cans or carton, ready weighed, and balanced ingredients which need only to be dissolved in water to be ready for use.)
4. Hypo bath formula.
5. Washing the negative.
6. Drying the negative.

II. Club hike to make pictures of streams and lakes.

III. Student program on criticisms for the various angles of work attempted by the club and appreciations of accomplishments.

IV. Professional demonstration of printing the picture.

EIGHTH MONTH

I. It will require another period for the continued explanation of the technique employed in developing and fixing.

1. Development by hand.
 - a. Roll-strip method.
2. How to wash roll films.
3. Drying roll films.
4. Tank development.

II. Hike to make pictures of insects in their natural Spring habitats.

III. Student program on "Oddities and interesting pictures from year's work."

IV. Speaker subject to be selected.

NINTH MONTH

I. The last sponsor-lecture period will probably be taken up with printing and finishing the

picture.

1. Kinds of printing paper and their uses.
2. Printing the picture.
3. Toning, fixing and washing prints.
4. Drying prints.
5. Making amateur prints.
6. Glossy prints.
7. Trimming prints.
8. Exposure time.

II. Hike to make pictures of birds and bird reserve equipment.

III. Program for the entire school in assembly period, based on the year's work. (A display and demonstration.)

IV. Club visit to a studio.

SENIOR PHOTOGRAPHY CLUB PROGRAM

FIRST MONTH

1. The first period may be used by the sponsor to review dynamic facts learned in the previous year and to summarize the proposed schedule for the coming year.

II. Club hike to secure snap shots of early fall flowers and insects.

III. Student program on lighting effects.

IV. Speaker—"Photography as a Vocation" (30 minutes). Forum following.

SECOND MONTH

I. Sponsor may initiate the study of enlargements at this period.

1. Enlargement apparatus.
2. Papers suitable for certain results.
3. The process of making the enlargement.

II. Hike to make a roll of color shots.

III. Student program on color photography.

IV. Speaker on "Color Photography." Twenty-minute forum.

THIRD MONTH

I. Sponsor-lecture period spent in making lantern slides.

1. Lantern-slide plates.
2. Kind of negative to use.
3. Printing the slide.
4. Developing the slide.
5. Fixing, washing and drying the slides.
6. Testing the slide.
7. Finishing the slide.
8. Coloring lantern-slides.

II. Hike to make snap shots in action (animals).

III. Student program from the current photography magazines.

IV. Speaker on "Photography as a Weapon of War."

FOURTH MONTH

I. Photography in Science.

1. Photomicrographs.
2. X-Ray photographs.
 - a. Take snapshots of sports—football, tennis and soccer.

III. Student program on the "Candid Camera-man."

IV. Speaker from a newspaper staff to speak for thirty minutes on the "Place of Photography in the News." Followed by an open forum on

questions which arise in the students' minds.

FIFTH MONTH

I. Sponsor-lecture period. Special treatments to improve defects.

1. Reduction and intensification.
2. Spotting and blocking-out negatives.
3. Toning and working up prints.

II. Program open for student suggestion.

III. Student program on "Composition in Photography."

IV. Speaker on "The Place of Photography in Criminology."

SIXTH MONTH

I. Color photography and use of filters.

II. Open for student suggestion.

III. Student program on "Miniature Photography."

IV. Speaker on "Surrealism in Photography" for thirty minutes.

SEVENTH MONTH

I. Origins and growth of photography.

1. Wedgwood and Niepce lead the way.
2. Daguerreotype.
3. Making a permanent image.
4. First film.
5. Later progress.

II. Excursion to movie to observe set up.

III. A joint meeting of a neighboring High School Photography Club.

IV. Speaker on "Photography as a Hobby."

EIGHTH MONTH

I. Kinds of film on the market and the chemical make-up of film.

II. Excursion to observe a photography laboratory and procedure there.

III. Assembly program presenting work for year—project color film made by club, etc.

IV. Speaker to be selected.

NINTH MONTH

I. Modern photography trends.

II. Miscellaneous snapshots.

III. Open forum on individual skills and aptitudes.

IV. Open house exhibition of the work of the club during the year.

LABORATORY

The laboratory will of necessity be held outside of school time at the convenience of the instructor and the students. It should be two hours per week at least. The laboratory instructions will be simply demonstrating and testing out the lectures which the sponsor offers at the first meeting each month. To begin with, the cameras will hold the chief sphere of interest; then the collection of equipment for the dark-room; later the routine of development, fixing, washing and drying of negatives, prints and slides. Enlarging will require a great deal of time to gain the proper technique. If the club undertakes to do a yearbook, this will require much laboratory time to complete it in an acceptable way.

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Debased Currency

WILL FRENCH

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THE OLD line public secondary school measured the performance of its function pretty largely in terms of the achievement of its pupils in the subjects which they studied. It accepted such measures as good indices of the merit of its work. It assumed that if its pupils knew their subjects—"did well" in them—it was a good school. It built a whole set of practices and procedures controlling entrance, progress, placement, and entrance to college based upon its acceptance of the idea that achievement in subjects expressed in marks and credits signified the discharge of its proper function. It accepted pupils on the basis of their having "passed" the eighth grade.

THE UNIT OF CREDIT NO LONGER RESPECTED

But all over the country today are secondary schools which no longer fully accept the idea that the discharge of their legitimate function is fully and correctly measured by the achievement of their pupils in the subjects of the curriculum even when these achievements can be rated by elaborately constructed and carefully validated objective tests. These schools no longer think of their chief function as that of preparing a few of the better pupils for college. They now accept responsibility for the education of all youth and talk of educating them for such things as social and civic responsibility, for work and worthy use of leisure. These schools no longer think that the possession of detailed knowledge even when attested to by the results of objective examinations is equivalent to or even necessarily highly and positively correlated with willingness and ability to use this knowledge, the purposes for which the democratic state supports schools. They have social and civic goals not indicated by knowledge of subject matter nor measured by its possession. They have therefore lost faith in the significance and value of test scores, of teachers' marks, and of units of credits in transacting the business of education. This loss of faith springs from two causes. First, schools no longer look on these marks and credits as measuring exactly what they purport to measure. Second, schools no longer feel sure that they measure the most

(Continued on page 66)

Tangled Threads

Comedy in One Act

FOREWORD

Some speculation over the peculiar characteristics of a play which is *action-worthy* (as distinguished from one which merely *reads well*) has prompted Mr. Allen of the Chicago stage to release for the first time his *Tangled Threads*.

It fully observes the requisites for suspenseful projection as outlined in *Stage Action Streamlined*.

Coaches may note particularly that each situation, as well as each line within each situation, is a drama-flash. Wordy gossip sessions involving persons who never appear, pre-action palaver, happenings unrelated to the plot itself, yappings of personal likes and dislikes, vain pratings and trivialia—these are happily absent.

Also nonattendant are endless repetitive dialogs—in which a given character "speaks his piece" over and over to each new character he meets as the plot unfolds.

This playlet deals with the *here and now*, incidents of *theatre-worth*. It was meant to be *acted*, not *read*.

Drama groups using *School Activities* are hereby given permission to produce it royalty-free, and are especially invited to share their experiences and experiments in its presentation with other drama enthusiasts through the pages of *School Activities*.

EDWARD PALZER

CAST OF CHARACTERS:

BEATRICE VANE..... A college senior home for vacation
 MAXINE FRANKENFIELD..... (pen name Maxine Field) friend of Beatrice
 DOROTHY FIELDS..... Classmate of Beatrice
 SARAH..... colored servant in the Vane home
 TED FIELDS..... Dorothy's brother, with new M.D. degree
 HOWARD LANCY..... Western rancher, engaged to Beatrice by proxy
 DUKE HOWARD..... Hollywood scenario scout

NOTE: With the exception of Sarah—who may be from thirty to forty years old—the characters are youngsters, ranging from twenty to thirty. Beatrice and Dorothy are the younger ones. Next to them are Howard Lancy and Maxine. Still more mature are Ted Fields and Duke Howard. The scene is any small city in the eastern United States. Time, the present.

Beatrice is the daughter of well-to-do parents, who are now traveling abroad. She is dressed in good taste. Dorothy, Ted, and Maxine are her guests for the week-end. She is ever the genial and tactful hostess. Dorothy is a bit hoyden—in a refined way. Maxine is rather severe for her age; a sort of young girl with an old mind. Ted is genial, leaning toward familiarity. Duke Howard's manner is bluff. He affects a sophis-

U. S. ALLEN

Of the Chicago Stage, and on the staff of Columbia College of Radio and Dramatics

tication beyond his age. His dress a bit ultra. Howard Lancy should look tanned and rugged, but in plain business suit. Hat brim may be a bit wider than the vogue, and he may wear a watch-chain instead of wrist watch.

STAGE SETTING

Fancy Interior—Livingroom in the Vane home. Door L.U. is the reception entrance, or front door.

Door R.U. leads to the kitchen.

A little left of center is an arch, showing the stairway leading up and off left. Right of center is a large window.

Door R.I. leads to the garage and back yard.

In L.I. there is a large window looking out on the front lawn.

PROPERTIES:

Writing desk and chair extreme right against wall. Divan, with fancy pillows R.C. Potted flowers on shelf under window U.R. Directly up center against the wall is a table holding a telephone, water pitcher, and glasses. Against the wall just left of stairway is a hall tree. Settee L.C., backed by a console table. These are the active props. Pictures, bric-a-brac, etc. may be added at will and convenience. The "hand" props consist of two telegrams—one used by Ted, the other by Sarah. One suitcase, for Howard Lancy. Bottle of medicine and box of pellets. Contracts, notes, and fountain pen, also check book, for Duke Howard.

(At rise of curtain, Maxine discovered down left, gazing through window. She seems completely detached, unaware of the entrance of Beatrice, turning only at the mention of her own name.)

BEATRICE. (Off right) All right, Sarah, I guess you can get on without me for now. (Entering) I'll see if they're going to be ready. . . . Hello, Max. Dinner is well on its way. You the only one about? (C)

MAXINE. Ted and Dorothy are out there playing tennis. Ted asked me to play but I—I—

BEATRICE. You couldn't be annoyed, eh?

MAXINE. O-oh—I like the game well enough, but I—I—

BEATRICE. But you don't like Ted, perhaps.

MAXINE. (Faces Beatrice. Almost screams.) I love him! (Relaxes.) There, I'm glad that's out. I can't play the hypocrite. You shouldn't have invited me here, and I was wrong to accept. I thought I could brave it out, but I—I just can't take it. (Cross to R.C.)

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BEATRICE. What is it, Max? Maybe I'm very dumb—I certainly don't know what you are talking about. Would you mind drawing me a blueprint, or something?

MAXINE. (Wistfully.) Are you very much in love with Ted?

BEATRICE. I? In love with Ted? Where did you get that notion?

MAXINE. You are not answering my question. Of course, you don't have to—

BEATRICE. Very well then—(Smiles.)—I am not in love with Ted Fields. Now, is that answer plain enough?

MAXINE. But he's been taking you places. I'm sure he loves you. He couldn't help it—no one could. Besides, he's the only boy you invited to your party.

BEATRICE. Because he is Dorothy's brother. There would have been more boys except that, my parents being away, I decided not to invite an unchaperoned boy. (Laughs.) Don't you understand?

MAXINE. You owe me no explanation; I have no claim on Ted. You'd be within your rights to take him. . . . But I'd hate you for it. . . . And I don't want to hate you. You're so fine and good and beautiful—and I'm so plain and dumb. Oh, I'm such a fool!

BEATRICE. (Arm around Maxine.) There, dear, you're not going to have any cause to hate me. I like Ted—only as a gentleman of good manners and very comfortable to have about—but I would not want him in any closer relationship.

MAXINE. Now you'll hate me—and I don't blame you. I've made such a mess of things. You'll be self-conscious every time Ted speaks to you in my presence. Oh, I hate myself!

BEATRICE. Forget it. (Cross slightly left.) You act as if you had upset the universe. But with your complex you'll never upset anything but your own peace of mind.

MAXINE. What do you know about my complex? Professor Sparks talked to me about it. Did he tell you?

BEATRICE. No. You told me.

MAXINE. I?

BEATRICE. Just now, when you said something about my being so fine, good and beautiful, while you were so plain and dumb. That explained a lot of things to me, Max. . . . Why you are not the most popular girl in our crowd, and why people think you are high-hat.

MAXINE. Surely, nobody could think that.

BEATRICE. No? What will Ted think of your refusing to play with him just now? He doesn't know it's your nature to make a stepchild of yourself. He's no mind reader, you know. . . . Think it over.

MAXINE. Do you think I ought to apologize? Tell him how I felt?

BEATRICE. No, the harm's done; don't make it worse. (Pause) Remember what you paid for that dress you have on?

MAXINE. Why—er—thirty dollars and something. Why?

BEATRICE. No doubt you saw dresses for half the price that looked just as good as this one.

You knew they were not, only because they bore the cheap price tags. If you had seen a fifteen dollar tag on this one you would have turned it down—and it is really worth what you paid for it.

MAXINE. But what has that to do with—

BEATRICE. Don't wear a fifteen dollar tag. That is your failing, Max, you mark yourself down. Luckily, I don't think your friends read the signs right.

MAXINE. What do you mean?

BEATRICE. You're aloof from people because you imagine they don't really want you. But they think it's because you don't want them. Like when Ted asked you to play tennis. You held back because you were afraid he felt sorry for the poor little wallflower—that he only wanted to be kind to you. Instead, he was being kind to himself. He wasn't trying to do you a favor, he wanted you to do him one. Grasp that idea and hang onto it. Raise your price tag a few ciphers and live up to it.

(Door bell rings off left.)

BEATRICE. (Calls toward kitchen.) I'll take it, Sarah.

SARAH. (Entering R.U. Crossing L.U.) Nevah mind, Miss Beatrice, I is on mah way. (Exit L.U.)

MAXINE. I want to thank you, Bea. You know, you've taught me something.

SARAH. (Enter L.U. with wire.) Telegraphment fo' yo' all, Miss Beatrice. (Looks over Bea's shoulder slyly till Bea becomes aware, then exits hastily R.U.)

BEATRICE. (To Maxine) You will excuse me?

MAXINE. Certainly.

BEATRICE. (After reading.) Oh!

MAXINE. No bad news, I hope.

BEATRICE. The very worst.

DOROTHY. (Entering L.U. followed by Ted.) All right, all right, you beat me. So what? Keep right on crowing. (Comes to Beatrice near C.)

TED. (Comes down L.C.) Don't be such a bad loser.

BEATRICE. I'm glad the gang's all present, I have news. (Passes wire to Dorothy.) Read this aloud, Dorothy. It explains itself.

DOROTHY. (Reading.) SUDDENLY CALLED EAST ON BUSINESS STOP PAY YOU SHORT VISIT STOP ARRIVE SEVEN TONIGHT STOP HOWARD

TED. Stop. . . . Glad to meet you, Mr. Howard.

DOROTHY. Who is he?

BEATRICE. He's my father's fiance.

TED. Huh?

MAXINE. Your father's what?

BEATRICE. The man father says I'm going to marry.

TED. The plot thickens.

DOROTHY. You've been holding out on us.

MAXINE. Yes, remember we don't even know if this Mr.—Howard—

BEATRICE. Howard is his first name—Howard Lancy. His father and mine were the original Damon and Pythias. Years ago they decided that their families must be united by marriage,

and as they couldn't marry each other they wished it on Howard and me.

TED. (*With mock injury.*) So, I have a rival! How long have you been engaged to this man?

BEATRICE. Definitely, since I was born; conditionally, before I was born.

TED. What do you mean conditionally?

BEATRICE. Well, I might have been a boy, you know.

TED. Anyway, you probably hold the record for being engaged young.

DOROTHY. How romantic! Just like a fairy tale.

BEATRICE. Exactly! That's what Howard Lancy means in my life—a fairy tale. He belongs with Santa Claus and my dolls.

MAXINE. When did you last see him?

BEATRICE. Not since his family moved west. That's been—let me see—I was eight and he was twelve. Oh, and you should have seen the parting. His father had him say to me, "Bea, when I grow up to be a big man I am coming back and marry you."

TED, MAXINE, DOROTHY. (*Laugh.*)

BEATRICE. Then I spoke my piece—dictated by my father, of course. I said, "I love you Howard, and I will be waiting for you."

TED, MAXINE, DOROTHY. (*Laugh.*)

BEATRICE. Then we kissed—still under parental coercion. The only impromptu thing in the ceremony was that Howard wiped my kiss away with his coat sleeve.

TED. How come he hasn't returned before now?

BEATRICE. (*Laughs.*)

TED. What's the joke? Have I said something funny, by any chance?

BEATRICE. Five years ago it was all set for him to visit us. Then, two days before his scheduled arrival, we got a wire from his dad saying the boy was very ill. Letters that followed were vague as to his ailment. Doctors were puzzled. He had symptoms of everything in the catalogue, but none of them made sense. I knew he was faking. I wanted to hug him for that.

TED. Faking! Didn't want to see you? Why the ingrate. Wait till I see him. He'll do right by our Nell or—otherwise.

BEATRICE. (*Wistfully.*) I wonder what he looks like now. . . . Probably a darling. . . . (*Hardens.*) But I've had him shoved down my throat all my life—until his very name stands for something to shun, like a yoke or manacles.

DOROTHY. I can't understand your attitude. Your old playmate—first love—betrothed in the cradle and yet you balk. (*Sigh.*) I wish I stood in your shoes!

BEATRICE. It's just the everlasting—huh? Wait a minute! I think we have something there. Why not? I dare you.

DOROTHY. Dare me what?

BEATRICE. To stand in my shoes. Howard has not seen me since I was in pigtails. My parents are on the other side of the Atlantic. Sarah will do as I say and never squeal on us. Why it's foolproof! Tonight you are going to be Beatrice Vane and I will be your friend, Dorothy Fields.

DOROTHY. (*Grudgingly declining.*) Oh, no. That wouldn't be fair—anyway, you're joking.

BEATRICE. Never more serious. Besides it would not be done merely for the fun of playing a joke. I want to meet this man on an impersonal plane—let him see me merely as a girl, not as a ball-and-chain his parents hung on him in the cradle.

DOROTHY. Oh, well—if you feel that way—I'll do it.

BEATRICE. You will?

DOROTHY. Sure. It will be fun.

TED. Think twice, my dear sister. What if he learns of the deception after you're married to him?

DOROTHY. (*Makes face at him.*) Clown!

BEATRICE. Be prepared to play your parts—everybody. Remember, Dorothy is Beatrice; I am Dorothy. The others remain as is. . . . Is that clear?

DOROTHY. I wish he'd hurry and get here. I'm just crazy to do my impersonation.

TED. You'd have to be.

BEATRICE. I'll go in and coach Sarah. (*Crossing up.*) Watch your steps. The first one to call me Beatrice or her Dorothy will be boiled in oil. (*Exit R.U.*)

DOROTHY. (*Rise.*) Oh dear, I don't think those apples were quite ripe.

TED. What's the matter, Dot?

DOROTHY. Pain in the tummy. . . . And don't call me Dot!

MAXINE. Good thing your brother brought his medicine case along. Dr. Fields, behold your first case.

TED. Now, Maxine, I didn't expect you to rag me like the others do. . . . Maybe I can do something for you, Dorothy—if it's bad.

DOROTHY. Oh, it's nothing. Perhaps I exercised too violently trying to throw you in that last game.

TED. (*Turns up L. in exasperation.*)

DOROTHY. (*Affects a yawn behind hand, cross up to arch.*) Hiho! I think I'll go to my room and flop for a few minutes before I become Miss Vane. (*Exit by stairs.*)

MAXINE. (*Coming L. of C.*) Apples! Home-grown and right in the back yard!

TED. (*Coming down.*) Would you like some apples?

MAXINE. Are you a mind reader?

TED. Good! I'll get some real nice ones. (*Moves to start.*)

MAXINE. Wouldn't it be a lot of bother?

TED. (*Turns. Speaks seriously.*) Bother! It would be a lot of pleasure—doing anything for you.

MAXINE. That was a pretty speech.

TED. (*Takes her hands, eagerly.*) And you know I mean it, don't you? About big things and little things—all the way!

MAXINE. (*Startled and uncertain.*) Well—I—I (*Door bell rings off L. Ted looks toward kitchen. When no one comes to answer bell he goes out L. Maxine swings up and R. of C.*)

TED. (*Off L.*) For Miss Fields? Yes, she's

(Continued on page 68)

Does Your Town Have an Albert Conley?

THE HIGH school band of Tonganoxie, Kansas needed uniforms, and so they went to their dependable friend, Albert Conley, for a plan to raise the money. Albert had co-operated with those high school students for years, and they knew that he would have help for them.

The plan evolved by Albert Conley is called the "Barter Party." It always results in the raising of large amounts of money to meet the needs of student groups. The Tonganoxie students do their part by putting on a first class entertainment for the hundreds of persons attending the Barter Party. Plays and musical comedies are favorites with the students, and upon the occasion of raising the money for the high school band uniforms, "The Gay Nineties" was the offering.

This plan to raise money presents some unique features. First of all, the persons attending the performance and party do not pay a cash admission. The entrance fee is whatever they desire to bring, and typical offerings are as follows: a peck of Irish potatoes, a calf, a chicken, a turkey, a goose, a duck, a shoat, a bushel of onions, a basket of tomatoes, and so on. Canned fruit is brought by many, usually of the type put up at home, some persons bringing one can, others several. The nature of the offerings adds to the hilarity and interest of the crowd, and this is a factor in the spirited bidding which follows at the close of the entertainment.

Conley overlooks no opportunity of adding realism to his money-raising scheme, and so has induced the auctioneer-manager of the local salves pavillion to contribute his services.

The persons in the audience are, in the main, parents, relatives, and friends of the high school students, and they co-operate in fast and furious bidding when the attendance "fees" are auctioned off. There is as much fun and entertainment in the auction as at the preceding program offered by the students, and this time the students are getting as much fun out of it as do those persons in the paying audience. When a pig or calf is auctioned off, two or three determined and experienced farmers may be required to hold it. Laughter fills the hall, along with the spirited bidding. Geese and ducks offered for sale contribute their quota of noise, and the whole show appeals to the hundreds of those in attendance like a Ringling Bros. Circus.

The success of this money-raising project may be measured by the number of persons in attendance, and the amount of money raised. Nine hundred and sixty persons witnessed the show put on by the students of this small high school on this occasion, and \$232.00 was raised at the auction for the purchase of band uniforms.

Albert Conley and his loyal student friends were so well pleased with the results of the Barter Party that it has been used several times, always with success in supplying the needs of

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student groups. For example, the uniforms and equipment for the high school football team were supplied at another Barter Party. The high school as a group felt the need for a large school radio, phonograph and loud speaker, and so Conley planned another Party.

A factor in the success of this money-raising plan is the close co-operation between Conley and the hundreds of students. They like him immensely, and his feeling toward them is one of deepest interest and affection. Mr. and Mrs. Conley have no children, and make up for that fact by contributing much of their time and thought to the happiness of groups of youngsters of their community.

Boy Scouts need equipment just as do high school students, and Albert Conley proposed a method for co-operating with the Tonganoxie Boy Scout Troop. However, the "Boy Scout Circus" planned by Conley, and put on successfully through the co-operation of the Scout Troop was essentially of a different nature from the plan just outlined.

Everybody hears a lot about the Boy Scouts, but how many people ever witnessed them make a fire with two sticks? The general lack of knowledge of the work of this fine organization formed the basis for Conley's Boy Scout Circus. Engaging the services of the Scout Troops in two adjoining counties, Conley planned a circus which was an eye opener to the hundreds who attended. The program was rehearsed several times by the members of the three Scout Troops, so that everything went smoothly.

Most of the people from Tonganoxie witnessed for the first time the art of making fire without matches. They observed the Scouts erecting their tents in record time, and cheered the several forms of signaling used by Boy Scouts. Persons who had read about Boy Scouts for years, but had never witnessed them in "action," expressed their appreciation, and when the money was counted at the close of the entertainment, the Tonganoxie Troop of Boy Scouts had \$65.00 with which to buy needed equipment.

Boy Scouts are, of course, school children from the various grades, and so are the Tonganoxie youngsters who participate in the Annual Tonganoxie Derby Race. This contest, also sponsored by Mr. Conley, is planned and executed to instill the spirit of courage, skill, and competitive prowess into such youngsters as desire to enter the race. The entertainment feature is rated high in Tonganoxie, and interest shown suggests the real Derby Race in Kentucky.

All contestants in the Tonganoxie Derby Day Race must make their own miniature cars, which

must not be more than six feet long, or over thirty inches wide. The youngsters spend weeks, and sometimes even months, making these little cars for the big day, when all of Tonganoxie, town and community, except the unfortunate few tied to desks or other tasks, turns out to see the Tonganoxie Classic, the event appealing most dramatically to the boys of town and community.

Gravity, and not gasoline, is the propelling force for these scores of "cars" which line up at the top of a steep hill near Tonganoxie when Derby Day arrives. Drivers and audience are as tense as if the contestants were those at the Indianapolis Speedway. When the race is over, the prizes are awarded in ceremonial fashion.

Typical prizes may be a bicycle for first prize, a \$6.00 football for second prize, a \$3.00 pair of roller skates for third, with "consolation prizes" of dollar flashlights. Some years the prizes have been cash awards—\$25.00 first prize, \$15.00 second prize, and \$5.00 third prize.

Albert Conley collects the money for these prizes. He gets cash awards from candidates for office from politicians of all shades of opinion, and from others who for any reason want to help with these contests for boys in the elementary school.

Conley's contests appear helpful in character building, in emphasizing courage and discipline, and in keeping the minds of boys healthfully busy along natural and proper lines. In planning and building their "Derby Cars," the boys consult with Conley freely and the ingenuity displayed by many of these lads in grade school is a hopeful omen.

Debased Currency

(Continued from page 61)

important elements in the whole process of education. They therefore no longer represent a gold standard of value in education recognized by all and accepted by all as of real and unquestioned value.

CREDIT ACCUMULATION STILL THE BASIS OF PUPIL PROGRESS

Yet in all these modern schools which question these practices the process of entering, promoting, graduating, certificating to college, and even of recommending to jobs is still largely keyed to credit earning and accumulating. Few think of these credits as being really valid or reliable measures of the most important outcome of education, yet entrance to, progress through, and being graduated from school are still commonly reckoned in terms of these credits. The whole business of organizing and administering pupil entrance, promotion, progress, graduation, and placement is still carried forward on the basis of units of credit which no one thinks have any qualitative or quantitative exactitude. We are still trying to conduct the business of modern secondary education in a debased currency to which no one any longer attaches any real value.

Yet at the present time there is little else for any of us who are responsible for the organization and administration of secondary schools to do. Pupils must still be entered in to school, must still be passed through or out of it, must still be certificated for graduation and for college, and must still be recommended to employers. Principals of schools are not free to stop all these processes merely because they have discovered that the measures and values used in administering this aspect of education are not reliable or valid. It is a principle of administration that a practice or procedure though thoroughly discredited will continue in use until a better one is provided.

I hold that this plan of basing pupil progress upon credits in subjects taken is today's number one bottleneck in secondary school organization and administration. It retards curriculum development; it interferes with teachers' efforts to adapt the curriculum to needs of their pupils; it develops false ideas in pupils' minds of what the real outcomes of education should be; it handicaps youth in getting jobs they should get; it needlessly retards some; it is a poor measure of promotion; it graduates on unsound bases; it certificates as prepared for college those who obviously are not prepared; it causes us principals to give poor advice to business and industry about boys and girls who withdraw from school before graduation. It is a bottleneck which if broken will do more to permit and promote improvement in secondary education than any other single thing that could happen in secondary schools, for talk as you will of the curriculum, of new purposes and functions for secondary education, of pupil guidance, of improved promotional practices, of new plans for college entrance, and of current recognition of the school's responsibility for post-school placement of youth on jobs, as long as the basic school record is one of credits earned in subjects, nothing really great and fundamental is going to happen in American youth education. I hold therefore that a major concern of this association should be to bring about reform at this point. However, before such reform can come into being, an alternative procedure must be created and tested and a new basis of the organization and administration of pupil progress, graduation, and placement be developed. The purpose would be to replace the "unit of credit" with a measure of school progress, and to replace all administrative practices based upon it with new practices consistent with the new measure.—Youth Leaders Digest



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Hallowe'en Hoopla

HALLOWE'EN is a heap like Christmas—and a few other super-special days. It rolls around once a year and is never out of fashion. Everybody loves it—almost everyone does—or should! It takes care of itself pretty much, with spooks, goblins, cats, witches, and oranges and blacks all mixed up together. But even with all that help, a few more hints to give the celebration added umph, are always welcome. What's wrong with these?

For an all-school Hoopla, sneak in the suspicion of a carnival with every homeroom responsible for some form of entertainment—booths, skits, games, or refreshments in a setting of spooky, colorful, and novel decorations. A clearing house committee will prevent a repetition of ideas and put the hush-hush on individual homeroom plans so that they all end up by being colossal surprises. One homeroom will end up by forgetting all about the expected orange and black color scheme and resort to the all-American red, white, and blue. No doubt they'll want to accompany it with games and entertainment during a black-out like "Sardines", "Murder", spoon feeding, and various types of races to air-raid shelters directed by wardens silhouetted in white sheets and blowing shrilly-thrilly whistles. A lighted pumpkin race works, yes—swell, in the dark. So does a Witches Broomstick Tug o' War. If the first player of either line advances by force over a designated hot-spot, he must join the other side. May the longest side win!

Ducking for apples during a black-out adds to the hilarity of this customary Hallowe'en pastime. Of course no spook party is complete without passing gruesome, squee-gee objects in the dark—even a bowl of water which won't be squee-gee. Players are warned about the latter so that great caution is, or should be, exercised. When an air-raid warden blows the "all clear signal," anyone caught empty-handed is given a point and the play goes on until a winner has piled up a set number of points.

Mobs will swarm to the "Take-Off" room. Only one person at a time rates admission, though others who have had their ride may stay on to witness the send-off. The passenger is properly garbed for the trip in an easily donned Hallowe'en costume, a ghost sheet being preferable. Blindfolded, he is placed in the center of a six foot long board (mom's ironing board works well) which is teeter-tottering on a foot high block or stack of books. The blindfolded victim places his hands on the shoulder of a tall person who stands on the ground level directly in front and begins to stoop gradually, very gradually, as an electric fan whizzes up the breezes and air-pockets. A noisy motor of some kind blurps extra atmosphere. A person at either end of the board either shakes or teeters the board until the stooping individual in front

EDNA VON BERGE
*Kiser High School
Dayton, Ohio*

of the victim can stoop no lower. In the meantime the pathetic victim is half air sick and clutching wildly for support to the afore mentioned stooper and is told to jump. He just knows he is almost up to the ceiling because he has been told to watch out so he won't be knocked out up there and is further impressed by the height with a book gently pressed against the tip of his cranium. Imagine the surprise when he makes his leap one foot down instead of the anticipated, very realistic, nine.

"Pin-the-tail-on-the-donkey," one must admit, hardly fits into the entertainment for this occasion, but "Hoopla" does—and how! A bell is suspended from the top of an orange-and-black decorated hoop. The hoop, too, is suspended eight feet in the air, if the ceiling permits. The players score five points each for a rubber ball or small balloon which sails through the center, and ten points if the bell does what it is supposed to do. Six balls are allowed for each person playing. The winner may rate a doughnut, or an apple, or nothing more than the satisfaction of performing a difficult feat.

In the "Spider Web" room, colored strings are criss-crossed over and under desks, chairs, and other hazards, with an item of refreshment as a reward attached to the end.

For those who must cater to the rhythm of their feet, a recording machine eliminates the expense of an orchestra and furthermore keeps large groups easily entertained to avoid overcrowding other amusements provided. Corn shocks, pumpkin cut-outs dangling from the ceiling, and pumpkin face candle holders for weird lighting, all furnish the necessary setting for the witches, pirates, spooks, goblins, and others who grand march about at a designated hour to vie for costume awards.

All these activities may be concentrated in one large room, such as the cafeteria or gymnasium, or the latter two may be assigned for dancing and the smaller classrooms for the other attractions. If it is necessary to meet the expenses of the affair because they are not otherwise financed, or if the aim is to make money for the school or any one organization sponsoring the plans, a small charge may be made for some or all of the activities provided.

Individual popcorn cakes with black raisin faces are inexpensive and offer fun in making. Orange ice cream or ice piled high in cones or paper cups invite a raisin or black gum drop face too. Boston brown bread slices spread with colored cream cheese and with date faces perched on top are a change from the doughnut

as a cider accompaniment.

Even cleaning up the resultant debris of the whole, big, never-to-be-forgotten event, will make further "Hoopla" for the committees in charge, and they will look forward to a Hal-low'e'n rally rolling around again another year.

Tangled Threads

(Continued from page 64)

here. I'm her brother—I'll sign for it. (Enter with telegram.) Now who can be wiring Sis at this address? (Looks at envelops.) Wait, there's some mistake. This is not for Dorothy. It's addressed to Maxine Field. (Turns L.) I wonder if the boy's gone—

MAXINE. Wait! (Pause. Ill at ease.) That might be for me.

TED. It might at that. It has your first name all right, and Frankenfield has a field in it. Why not open it and find out?

MAXINE. I shall. (Takes wire. Trembles.)

TED. Why so nervous? No harm to open that and make sure.

MAXINE. (Agitated.) I'm afraid—Oh, I'm going to open it—but I am scared.

TED. Oh. . . Expecting bad news?

MAXINE. No, good news. That's what frightens me. Isn't that silly? Well, I may as well let you into a secret. I do a little writing under the name of Maxine Field—my own name just shortened. Recently I had an inquiry from a picture firm about screen rights. (Opens wire.) Yes, that's what it is—(Sways.) You read it, please. . . I'm afraid.

TED. (Reads.) READY TO TALK BUSINESS CONCERNING MAD ENGAGEMENT STOP ARRANGE TO SEE ME THIS EVENING STOP ARRIVE SIX THIRTY STOP DUKE HOWARD CHALLENGE PICTURES INC. That's a coincidence. Bea's boy friend . . . His name's Howard, isn't it?

MAXINE. Howard is his first name—Howard Lancy. This is Duke Howard.

TED. Well, congratulations, Maxine. This is wonderful!

MAXINE. Thanks. But the deal hasn't gone through yet. Until it does—if it does—keep it a secret. If it fails the hurt won't be so bad if I have no one to pity me. So I don't want Mr. Howard to come here. I must head him off at the station. Will you help me?

TED. I get you. (Cross U.R.) Bea! Oh, Bea! (Turns.) Leave it to me.

BEATRICE. (Enter R.U.) Did you want me, Ted?

TED. Oh, yes. I just got a wire. . . A friend of mine is passing through on the six thirty train. I want to say hello to him. Can I use and may I use one of your cars?

BEATRICE. Surely, I'll have the chauffeur drive you—

TED. No—no—please—may I drive it? Truth is I wanted to kidnap Maxine and take her along.

BEATRICE. Well, why didn't you say so? Go right out this way (Indicates R.I.) and have the

chauffeur take care of your needs.

TED. (Crossing R.) Thanks a lot Bea. Come on Maxine.

(Ted holds door for her, Maxine exits and Ted follows R.I. Door bell rings off L.)

BEATRICE. (Starts L. Tenses. Calls up stairs.) Oh Dorothy!—I mean, Beatrice! (To self.) Boiled in oil, I said. . . Oh, Miss Vane! (Turns R.) You'll have to answer it Sarah. (Cross R.C.)

DOROTHY. (Enters from stairs elaborately dressed.) What's the excitement?

BEATRICE. (Gasps at Togs.) Well! I think I started something when I offered to turn by boy friend over to you. I see where I am going to be crossed and double-crossed.

DOROTHY. You do catch on, don't you? Watch me knock him dead!

SARAH. (Enters R.U. Comes to Bea.) I had to dry mah hands first, Miss Beatrice.

BEATRICE. Don't tell it to me. She's Beatrice; I'm Dorothy. And don't you forget.

SARAH. Yes'm—I means, no'm. (Starts L.)

BEATRICE. (To Dorothy.) And don't you forget. Greet him with a kiss, he'll expect it.

SARAH. (L.U.) Yeas Ma'am!—Wow!

BEATRICE. Sarah! . . . Not you, Sarah. You don't kiss him.

SARAH. (Crestfallen.) Yes'm—I means, no'm. (Exit L.U.)

BEATRICE. As I was saying, he'll expect his old playfellow to kiss him. Is that all right.

DOROTHY. Well, at whatever cost, the customer is always right.

SARAH. (Enters L.U. Crosses and exits R.U. after Dorothy answers Howard.)

DUKE HOWARD. (Follows Sarah L.U. His speech really to Sarah.) Is this the Vane residence?

DOROTHY. Yes, you're in the right place, Howard. . . It is Howard, isn't it?

DUKE HOWARD. Then you know me?

DOROTHY. (Going to him.) Know you! Could I forget my old playmate? I'd know you anywhere! (Throws both arms around his neck.)

DUKE HOWARD. (Breaks her hold and holds her arms to her sides.) Oh, you would!

DOROTHY. How can you doubt it? Of course—you have grown a lot since you were twelve.

DUKE HOWARD. Yes, most of us do.

DOROTHY. Eh?—Oh—of course. But let me introduce my friend. Miss Fields, this is Mr. Lacy—

DUKE HOWARD. Howard, you mean. (Crosses quickly to Beatrice.) How do you do? You're the one I came to see. Sorry to bust in on you like this but it shouldn't take long to come to an understanding. You see—

(Concluded next month)

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News Notes and Comments

Photograph on Front Cover

The Hallowe'en party scene shown on the October front cover was contributed by the National Hallowe'en Committee, 50 East Forty-second Street, New York City, a non-profit organization formed to encourage the staging of city parties for servicemen.

American Education Week November 8 to 14

The National Education Association, Washington, D. C., stands ready to help with all kinds of programs on the 1942 subject—Education for Free Men. Start your plans early.

Social Studies Teachers Meet At Thanksgiving Time

A conference on "Social Education in War-time and After" will be held in New York City during the Thanksgiving holidays, November 26-28. Government officials and social scientists will meet with teachers from elementary and secondary schools to consider what policies and practices should govern social-studies teaching in the United States during the war. Anyone interested in attending all or part of the conference should write for further information to Wilbur F. Murra, executive secretary, National Council for the Social Studies, 1201 Sixteenth St., N.W., Washington, D. C.

Public Discussion for High Schools, by Hale Aarnes, Department of Speech, University of South Dakota, is an excellent article in the September number of South Dakota Education Association Journal.

The Rostrum, official publication of the National Forensic League, is published at Ripon, Wisconsin. Oscar W. Kolberg, Lead, South Dakota, is the newly elected editor.

The New School Activities Format

Readers have been generous in their praise of the new *School Activities* cover design. No effort has been spared in improving the appearance of this journal. In keeping with the present need for complete and economical use of materials, type size has been reduced and columns widened and lengthened. Likewise, articles have been condensed so as to make best possible use of available space.

Organized Choral Work in Senior High School, by Earle Connette, of Northern Texas State Teachers College, Denton, Texas, in the Sep-

tember *Texas Outlook*, is an excellent treatment of the subject.

Several states have announced increases in registration fees required from officials. This, with the increased cost of travel will raise the cost of officials through this year's sports seasons.

A Christmas Playlet in Two Acts

Football and Powder Puffs, by Anna Manley Galt. Here is a 15-minute play that uses 4 boys and 5 girls, can be produced in a few days, and fits any program at Christmas time. Its plot is interesting. Its lines are clever. Its effect is good. Send 50c for a set of 10 copies. Order from School Activities, 1515 Lane St., Topeka, Kansas.

Germans Without Wagner

"Recent tests given young German prisoners in Canada show that, while they have high mechanical skill, they have little knowledge of cultural subjects and the social sciences. Furthermore, these young Germans have little or no initiative. They have to be told how to think, how to make their moral choices. Most of them never heard of Wagner. They have almost no knowledge of art, music and the many things which add to the finer side of living."—Dr. Eduard Lindeman, New York School of Social Work, who also warned that too much technology in the American high schools will "warp" our youth.—*North Carolina Public School Bulletin*.

Athletic Accident Benefit Plans

This athletic season finds most students engaging in interscholastic athletics protected by at least partial insurance against injury.

Insurance for High School Athletics is treated in the *Texas Outlook* for September by W. F. Showers.

Going to Hold a Carnival?

How to Plan and Carry Out a School Carnival, by C. R. VanNice, supplies the plans and anticipates the problems of a school carnival. Price 50c. Order from School Activities, 1515 Lane Street, Topeka, Kansas.

Honoring Leonard, North Dakota, High School alumni who are now serving in the armed forces, the graduating class purchased a large picture frame in which to mount their pictures. Two

Leonard High School graduates already reported missing are designated by gold stars upon their photographs.—*North Dakota Teacher*.

Notice to Schools in Rural Areas

Back to the Farm, by Merline H. Shumway is a three-act play particularly suitable to farming communities. It possesses the following attractive features: strong appeal for rural education, fascinating plot and clever lines, abundance of both humor and pathos, attractive parts for all the cast, easy costumes and settings, no royalty charge, and copies at nominal cost. Its cast consists of six boys and four girls. Price 25c per copy, eleven copies for \$2.50. Order from School Activities, 1515 Lane Street, Topeka, Kansas.

Regulation of Activities in Ohio

According to an article by Fred B. Burchfield in *Ohio Schools* for September, all activities concerning more than two high schools in Ohio must be sanctioned by the State Activities Committee.

Contributions Invited

New ideas and original plans offered for publication in *School Activities* will be gladly examined by the editors. The *School Activities* Editorial Bulletin, giving instructions for the preparation of manuscripts will be sent on request.

Fire Prevention Week—October 4 to 10

The significance of Fire Prevention Week this year will be greater than ever before, for America's businessmen, industrial leaders, and wage earners, for every property owner in the land and even the boys in the service. There is no question whatever but that fire is the No. 1 enemy on the home front, and if it is not brought under rigid control very soon, it may imperil our war effort disastrously.

Motion Pictures not for Theatres, by Arthur Edwin Krows, in *Educational Screen* for September, is an article of extraordinary interest to school people in charge of school motion pictures.

Junior Red Cross Celebrates Twenty-fifth Anniversary

On September 15, 1917, President Woodrow Wilson issued a proclamation founding the American Junior Red Cross. This year we observe our twenty-fifth anniversary, rededicating the organization to its original purposes.

The Junior Red Cross was formed to give young people an opportunity to serve during World War I, both by production of comfort and recreational articles for the armed forces and

through the alleviation of suffering of children of other nations. That such services have been performed by the Junior Red Cross is a matter of record.

As the twenty-fifth anniversary passes we find the Junior Red Cross more active than ever. Already the more than 14,000,000 members have produced 3,000,000 articles in the production for the armed forces program. War relief production by the membership has exceeded 500,000 garments. Impressive totals on the War on Waste, the victory book campaign, and contributions to the Red Cross war fund are rolling in. We have real reasons for celebrating our twenty-fifth anniversary—not only to memorialize the past but to point with confidence to the coming year as the greatest year of Junior Red Cross accomplishment through service.—*Bulletin, American Junior Red Cross*.

Arkansas Association of Student Government Meeting Postponed

Charles H. Cross, state sponsor of the Arkansas Association of Student Government, has issued the following announcement:

Due to the travel congestion and housing conditions in all larger cities, the officers of the Association have voted to postpone the annual meeting of the State Association of Student Government until the end of the present emergency.

Revolutionize through the ballot box.—*Lincoln*

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How We Do It

C. E. ERICKSON, *Department Editor*

A Costumed Hallowe'en Party

JOHN E. DIXON, *Principal*

*Marysville Junior High School
Marysville, Washington*

Since 1934 the Marysville Junior High School has carried out a successful costumed Hallowe'en Party. Out of a student body of 300, with 55 per cent of these living in the country, a crowd of more than 200 attend the function each year. The purpose of the evening is good, wholesome entertainment for the youngsters, to divert their minds from petty destruction of property. Parents, friends, and the town fathers appreciate the outcomes of the party and endorse it wholeheartedly.

The evening party starts at 7:15 in the gymnasium and ends at 9:45. To start the program off, a grand march is held, and prizes are awarded to winners of contests in the various types of costumes. The Virginia Reel, Polka, Old Fashioned Waltz, games of all kinds, fortune telling, and Hallowe'en stunts make up the greater part of the program.

As a finale, adjournment is made to the cafeteria where cider, doughnuts, cookies, candies and apples are immensely enjoyed.

Is it worth-while? We think it is.

Effeminate Football for the Students

KAY W. TEER

*San Diego Senior High School
San Diego, California*

Want to try something new at your next assembly?

If nothing else, we think our suggestion to have the football squad and the girls' drill team exchange uniforms and put on a show is unique. Now don't get us wrong. We don't mean to have the boys take part in the game at all. They will have the job of getting the rooters with stunts and acrobatics while the girls fight for honor on the gridiron.

It would be a touch game, naturally, because there would be too much chance of injuries in a tackle contest.

Instead of staging your assembly inside, have the girls' drill team come on the field dressed in football uniforms. A few minutes later the boys should come in, dressed in the girls' outfits. The fun has yet to begin.

Every rule of the game should be followed to make it the real McCoy. By selecting one or two persons to officiate, you also will add something to the encounter.

At the half, have the boys put on a show. Select two cheer leaders and also a drum major. The latter should be a show in himself. When it comes to twirling the baton, the captains should provide many laughs because no doubt

neither will know how to twirl and strut or prance.

A nurse, a boy dressed in white uniform, should be seated on the bench with a stretcher ready to jump into action at any given signal and take the fake-injured players off the field. Beside him should be a water boy with milk in milk bottles to see that the girls do not get thirsty. Take-offs on the players are always good.

The student body should act as the cheering section, giving the boys and girls a chance to learn the school songs and yells.

The girls on the gridiron could be coaxed to stage an argument over an obvious decision.

We are sure you will find this a very good form of entertainment and if the details are worked out carefully it has great possibilities for a successful pep assembly.

"V" Work at Chatham High

ROY HELM

*Chatham High School
Chatham, Virginia*

The Boys' Hi-Y Club is taking the lead in war-time activities at the Chatham High School. Organized under the leadership of L. Gordon Norburn, this organization did a lot of valuable work last year, and this year they are continuing their activities through the sale of war stamps and bonds. A selling booth has been arranged on the stage of the auditorium. The members of the club advertise their activity through announcement to classes and in the homerooms. They have found a ready response on the part of the students.

This club is also sponsoring the collection of coat hangers for the boys in the service. The boys are working this plan through the different rooms, but they are taking the lead and the responsibility for the job, and they are seeing to it that it is well done.

The Girls' Hi-Y Club is taking the lead in the drive for scrap material. The work of this club is under the direction of Miss Catherine Bailey. These two clubs, working together, are keeping the school population aware of the needs of the boys in the service.

Our National Education Week Observance Last Year

JOHN P. CAPRETTA, *Superintendent*

Platt R. Spencer School, Geneva, Ohio

Due to the condition of world affairs and the desire to re-emphasize and better acquaint pupils and the public with the part education plays in building a strong America, members of the Platt R. Spencer School faculty decided to place an unusual amount of emphasis on the American

Education Week theme, "Education for a Strong America." The increased emphasis was to be made on schedule during American Education Week from Sunday, November 9 through Friday, November 14.

Preceding this week, the members of the ministerial association agreed to cooperate by stressing in their sermons on Sunday, November 9, spiritual values in "Keeping World Order," the national theme for that day. During the week of November 3 to 8, students at the school were urged to attend church on Sunday, November 9. A survey conducted on Monday, November 10, showed that 131 students attended church on Sunday; only 90 had attended the previous Sunday.

"Building Physical Fitness," the theme for Monday, was exemplified before the assembled school by a boys' physical education class. This class conducted a tumbling demonstration and did feats of physical prowess.

On Tuesday, November 11, we held an Armistice Day assembly from 10:25 A.M. to 11:15 A.M. We observed the traditional period of silence at 11:00 A.M. and later listened to a talk by a veteran of World War I. This man instilled in his audience a new faith in our country and in its government. His purpose was to "Strengthen National Morale."

On Wednesday, students from our Problems of American Democracy class conducted before the school an interesting and enlightening discussion on "Improving Economic Well Being."

On Wednesday we dismissed classes at noon to return to school for evening classes. As approximately 95 per cent of our students are transported to school in buses, those were sent out on their regular routes to bring students back to school for "Open House"—the regular schedule of classes with shortened periods for grades 1 through 12.

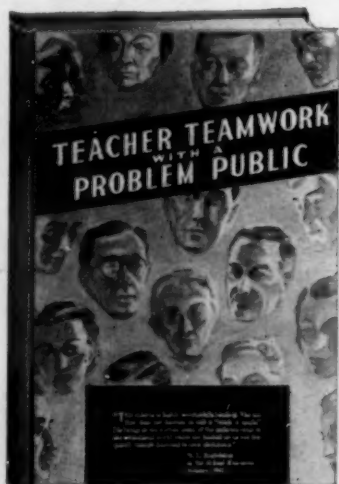
Previous to this day, we sent each parent and school board member an invitation to attend Open House. The envelopes which contained the invitations carried the National Education Association pamphlet "Education for a Strong America" and a complete schedule of Open House classes.

After completing our schedule of classes on Wednesday evening, parents and students assembled in the auditorium to watch a group of seniors present the pageant "We Hold These Truths." This very appropriately ended the day's activities, and numerous parents and board members commented favorably on the evening's program.

On Thursday, a group of students from grades 5 and 6 gave an assembly program relating the history of education and ways in which we could "Safeguard School Support."

On Wednesday, as a part of our plan for carrying out Friday's theme "Learning the Ways of Democracy" our students elected from the student body, by secret ballot, a board of education of five members and a clerk. This board of edu-

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cation received the applications of pupils who were interested in assuming the position of teachers to teach high school classes on Friday. Prerequisites for applying for the position of teachers were that a student must be enrolled in the course, or have previously been enrolled in the course, and have received a grade not lower than a C in that subject. This board of education held several meetings and hired teachers to teach classes on Friday, November 14.

This one phase of our week's activity proved to be the most popular and the most successful of all. Visitors, faculty members, and students were pleasantly surprised at the capable manner in which students taught their classes. The attitude of the entire student body was one of cooperation, interest, and willingness to help.

To complete the week's activities, an assembly in the form of a regular meeting of the student council was conducted before the entire high school, again carrying out the idea of the day, "Learning the Ways of Democracy."

In conducting this program, we were fortunate in having a very cooperative press which ran pre-write-ups and daily write-ups during the whole week. These newspaper articles kept our community completely informed and highly interested throughout the entire week's program.

Bulletin Board Displays

ROY HELM

Chatham High School
Chatham, Virginia

The Chatham High School has a large cork bulletin board which is being used to good advantage. This board was built a little more than a year ago, and since that time it has become an important part of school affairs. Almost everything of any importance goes on this bulletin board, from the announcements to the students to notices for the teachers.

This year the dressing of the board is in charge of Miss Catherine Bailey, the Librarian. During the week of September 7-11 the theme "News of the World" was carried out, with a large map of the world and ribbon streamers running from the current newspaper and magazine clippings to the spot where the event took place. It was so arranged to link the happening with the geographical location, thus teaching geography as well as history and current events.

The board is made more attractive through the use of cut-out letters which are mounted on pins and stand out away from the board.

During the week of September 14-18, the theme was "Our Men are Fighting. What are You Doing?" Accompanying this were several suggestions of ways in which students might contribute to the fight for Democracy, and these were illustrated by pictures clipped from the magazines. One of the members of the Library Club did the lettering on the eye-arresting placards.

An attractive bulletin board is always interesting to the student, and the Chatham experience is that it is also a valuable teaching device.

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Something to Do

C. C. HARVEY, Department Editor

START A VICTORY COUNCIL FOR FACULTY AND PUPILS

To make the school a center of patriotic activity, start a victory council for faculty and pupil volunteer workers. The title "Victory" council is better than the name "defense" council used in a number of schools. Let this council stimulate activities which are valuable in connection with the war effort, suggest projects for classes and clubs and for the entire school, and work to promote morale and devotion to American ideals in the school and community.

Some of the activities which the council should encourage—such as those relating to health, recreation, thrift, conservation, and morale—are just as important in peacetime as in wartime. Here are a few things the group could do which are of particular importance now. Keep a bulletin board designed to build morale among the pupils and let them know what they can do to help with wartime activities. A committee of responsible pupils and one faculty member might be assigned to look after this board. Arrange for each pupil in the school to spend a specified amount of time each week at projects in the community which are helpful to the war effort. Plan patriotic programs and exercises designed to emphasize democratic ideals. Carry on activities related to work of the Red Cross and other agencies whose programs are in tune with the drive toward victory. The council can devise means of making the entire program of the school contribute toward the total war effort.—*Suggested by Young American Victory Club Monthly Report, Northeast Junior High School, Kansas City, Missouri.*

STUDY JUVENILE DELINQUENCY AS CAUSED BY WAR CONDITIONS

A timely and significant project for a special science class or club is to make a study of juvenile delinquency and youth crimes as related to wartime conditions. There has been a marked rise in the number of crimes committed by children and youth of England during the war, and authorities in America warn that the same thing is likely to happen here unless preventive measures are taken. A project such as this should make your community conscious of the danger of an increase in juvenile delinquency due to the change, insecurity, and tension resulting from the war, and cause it to take action to guard against conditions which lead to delinquency.

First, study the problem of juvenile delinquency as it relates to wartime conditions in your local community. Secure material from organizations and agencies which are concerned with such problems—the juvenile court, child guidance clinics, schools, churches, and civic groups. Second, make a study of the problem in

your state. Write to the Department of Public Welfare in your state and find out what information it has and what measures it is taking to prevent delinquency in the state. Last, make a study of juvenile delinquency as a problem of the entire nation during wartime. This should be carried on over a period of several weeks.

Material may be secured from the following organizations for use in this part of the study: American Legion, 777 N. Meridian St., Indianapolis, Indiana; Children's Bureau, Department of Labor, Washington, D.C.; Committee on Youth and Justice, Community Service Society, 105 E. 22nd St., New York, New York; National Probation Society, 1790 Broadway, New York, New York; Society for the Prevention of Crime, 42 Broadway, New York, New York. The *Journal of Educational Sociology*, New York University, is planning an issue in the fall devoted to this topic. Don't fail to make all information gathered in this study available to the community newspapers and community groups which may be in a position to do something about the problem.—*Class in Juvenile Delinquency and the Community, University of Wyoming, Dr. George Devereux, Instructor.*

GIVE YOUR SCHOOL AIR-CONDITIONING

Do you teachers and you boys and girls know what is happening in the field of aeronautics? Here is an activity with which you should be concerned. You probably built model planes in your school last year. Now there is an opportunity to do many other things.

The Civil Aeronautics Administration, working through two workshops—one at Columbia University and one at the University of Nebraska—has produced seventeen new books for you to use. These books were published this fall for the Civil Aeronautics Administration by The Macmillan Company, New York, New York and are ready for use. They sell at cost, varying from \$.45 to \$1.20 for the 800 page book with cloth cover. You may use this material in the elementary school as well as in the junior and senior high schools. It has been well prepared by educators and is something that the schools can really use. Here is an opportunity to warm up many of your subjects with new and exciting material that has to do with aeronautics.

Furthermore, American high schools are offering this fall a course in preflight aeronautics. All over America, teachers are making every special preparation for that course. This fall thousands of high schools will start that course. At the end of 1943 we will graduate 100,000 or more who have completed a year's scientific study of the ground school phase of aeronautics. This will give a great impetus to flying, both in the military services and in civilian life. If you

want further information about this, write to Mr. Bruce Uthus, Civil Aeronautics Administration, Washington, D.C.—George W. Frasier, President, Colorado State College of Education, Greeley, Colorado.

UTILIZE SCHOOL LIBRARY IN THE ACTIVITY PROGRAM

If you feel that your school library is not being utilized in connection with the program of activities, send the following publicity release to each faculty adviser of clubs and squads:

DOES YOUR CLUB USE THE SCHOOL LIBRARY?

Does your club:

1. Refer to books on club organization and parliamentary procedure?
2. Use books, magazines, and newspapers in gathering material and putting it into form for debate or discussion?
3. Give book talks or book reviews?
4. Draw up annotated book lists?
5. Consult books and magazines on parties and games?
6. Look for guidance on current movies, plays, and other recreational and educational activities?

Your School Library Can Help You In Your Program

Teachers and pupils have a tendency to look upon the library as a workshop connected with the curriculum, and they often overlook the fact that it is an equally valuable source of help for allied activities. Many schools can greatly improve their activities by making use of the services which the library has to offer.—Irma Schweikart, Librarian, Abraham Lincoln High School, Brooklyn, New York.

ORGANIZE A SCHOOL PUBLIC RELATIONS SERVICE

The public relations activities in many high schools are uncoordinated and carried on in a haphazard manner. Organize a group of pupils as a school public relations club or have a public relations committee of the school council to help with this work. Elect a manager of the group and let the other members serve as his assistants. The work will be more effective if an office can be secured where the group can meet, plan, and carry on its activities.

Make the chief functions of the service to operate a school press bureau and a pupil speaker's bureau. Let the school press bureau have a box where students may deposit news items, write the school news for the local newspaper, etc. One high school has a press bureau which not only handles publicity for the local newspaper, but sponsors a daily "bulletin board" newspaper devoted to current events and school life. Let the pupil speaker's bureau offer pupil speakers and entertainers to assist in programs in the community. A public relations service may be developed in a small high school as an allied activity of the English department, or in a large high school as an independent unit which will draw on the services of the English, speech,

journalism, and commercial departments.—Lillian Hoffman, Fort Collins (Colorado), High School.

LINK WORK OF SCHOOL WITH COMMUNITY LIFE

In a democratic society education is closely related to community life. Both pupils and teachers should have an opportunity to take part in civic improvements. This year especially the work of the school should be linked closely with activities of the community.

Three books have been written which provide a wealth of ideas on how schools can make it possible for students to put their school experiences to test in real life situations. *Learning the Ways of Democracy*, Educational Policies Commission, National Education Association, Washington, D.C.; *Youth Serves the Community*, Paul R. Hanna, D. Appleton-Century Co., New York, New York; and *The Community School*, Samuel Everett, Editor, (Appleton-Century). These publications describe hundreds of projects which have been carried out in different communities. A large number of the projects can be adapted to any community, and many of them are particularly suited to school and community action for war purposes. No school library should be without these books.

PROMOTE A CLEAN-UP CAMPAIGN AFTER HALLOWE'EN PROGRAM

Set aside the week following Hallowe'en, October 31, for a clean-up campaign in your school. This activity may be sponsored by the school council or by the entire student body. Let the campaign include not only putting things in order following the parties, programs, and celebrations connected with Hallowe'en, but a thorough attempt to make the school grounds and building more attractive.

Use the bulletin boards, the school paper, and homeroom and assembly programs as the first line of attack in promoting the campaign. Get pupils to make artistic posters and cartoons as a means of stimulating interest. Try to create the kind of spirit among students which will make them want to keep the school environment clean and attractive throughout the entire year. Use the campaign as a project to teach pupils cooperation, pride in their school, and respect for property. The work experience they receive from such a project is another educational value. Such campaigns often lead to other interesting and useful activities, such as the science department's working out plans for the planting of trees and shrubs and the beautification of the school grounds, or the NYA workers' performing valuable service by constructing and repairing things about the school.

PLAN ACTIVITIES RELATED TO SPECIAL EDUCATIONAL EVENTS

Place the special events which are observed in the schools throughout the country on your

activities calendar, and encourage classes and clubs to plan programs related to these events. The following are of interest during October and November:

Fire Prevention Week—always held during the week which includes October 9, anniversary of the Chicago fire.

Columbus Day, October 12—a legal holiday in a number of states.

Navy Day, October 27—always observed on this date, which is the anniversary of the birth of Theodore Roosevelt. If the 27th falls on Sunday, the following Monday is observed in the schools.

Girl Scout Week—always begins on the Sunday preceding October 31, the birthday of the founder of the Girl Scout movement, Juliette Low. Write to Girl Scouts, Inc., 14 West 49th St., New York, New York, for information about observance.

Hallowe'en, October 31—always observed on this date.

American Education Week, November 8-14—always observed during the week in which November 11, Armistice Day, falls. Write to the National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. for handbook and other materials for use in planning American Education Week programs.

National Book Week, November 15-21—always observed the third week in November. Write to Book Week Headquarters, 62 West 45th St.,

New York, New York, for announcements and suggested programs.

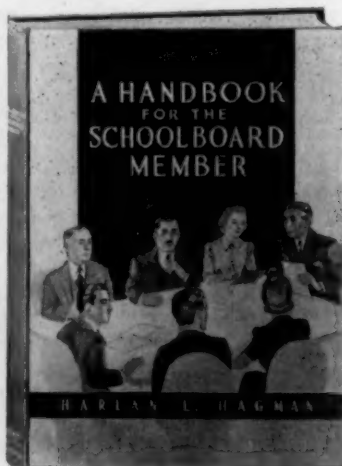
FORM A COMMUNITY APPRECIATION CLUB

To promote interest of pupils in local civic activities and arouse community spirit among citizens, form a community appreciation club. This group might have as its members both pupils and citizens who are interested in studying the community, in improving conditions, and in making the inhabitants appreciate and value their locality.

Make the first project of the club that of studying and writing a local history. While this is in progress, give programs based on the information gathered at which outsiders are invited. Interview citizens who know something about the history of the community. Consult old newspapers for interesting bits of information. Examine old letters, deeds, wills, and other sources of original material. Publish the histories in school and community newspapers.

There is an interesting history, also stories and anecdotes, connected with almost every community. There are many things citizens will appreciate when called to their attention. A literary club in a high school recently attracted much attention when it published a history of the school and later a history of the community. Perhaps an organization such as suggested here could get a group of local businessmen to spon-

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for the publication of a history of the community either in printed or mimeographed form.

GIVE PUPIL LEADERS PRACTICE IN PARLIAMENTARY PROCEDURE

Organize a club to study parliamentary law and the techniques of group discussion. Encourage pupil leaders to join the group, and to pass what is learned on to their fellows through parliamentary procedure in the various groups which they represent. Supply the club with a handbook on parliamentary law, and make it a miniature democracy which will give pupils practical experience in working with committees, making motions, and handling group affairs according to standard rules of procedure.

After the group has learned the techniques of the formal conduct of group business, plan exercises which will develop the ability to lead and take part in informal group discussion. Try various methods of conducting discussion and in arriving at group solutions to problems or issues. Analyze and study the various techniques of group discussion. Have pupils visit adult forums and make reports to the club in regard to the procedures used. Encourage them to listen to group discussions over the radio such as the Town Hall Meeting, University of Chicago Round Table, and People's Platform, and to report on the techniques. Helpful and suggestive materials on discussion techniques may be secured from the U. S. Office of Education, Federal

Security Agency, Washington, D.C., and the Civic Education Service, 744 Jackson Place, Washington, D.C.

GATHER INFORMATION ABOUT HIGH SCHOOL ALUMNI

Organize a research project to gather information about the graduates of your high school. After a group has decided to undertake a survey of this kind, provide it with the names of former graduates from the official files of the school. Assign different committees to study various years in the history of the school. Make an outline of the information to be gathered about each alumnus as a guide to be followed by the pupils. Such a project will be valuable in bringing the record of former pupils up to date and in securing facts about graduates which is of interest to the school and to the community at large. Much information can be uncovered which will be appropriate to publish in the school newspaper.

The following are some items which might be covered in making a study of graduates: occupational status; average earnings of graduates; places of residence; educational progress, such as colleges and universities attended and degrees received; outstanding accomplishments; marriages and families; participation in public affairs; books or articles written; and the opinions of graduates on the value of the different aspects of the training they received, and

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their recommendations for improvement. Use the information gathered in completing the historical records of the school—as a basis for guidance and school improvements, as a means of getting graduates more interested in their school, and to foster school or class reunions.—*Shirley Jo Webster, Student of Senior Class, Tamms Community High School, Tamms, Ill.*

CONTRIBUTE YOUR IDEAS TO THIS DEPARTMENT

In this department are printed each month ideas to stimulate action and to provide a pattern for the many things which can be done in the school. The purpose is to offer suggestions for new activities and projects, and to be a source of timely ideas on how traditional ones may be vitalized.

What's your idea? If there's something on your mind that you'd like to pass along to your fellow workers write it, and send it to this department of *School Activities*. Please keep your item comparatively short in order that a number may be published each month. A typical reaction to the things to do suggestions published last year was "Why didn't we think of this before?" You can help to make the **SOMETHING TO DO** department even more valuable this year by contributing your ideas. Every resourceful teacher could suggest numerous things which would be helpful to others. Today ideas are important; a war is being fought with ideas as well as with weapons.

WRITE A GUIDEBOOK TO GOOD MANNERS

Make this guide the size of a standard notebook, using looseleaf notebook paper. On the first page put the title, "Guidebook to Good Manners," and the name of the group in the school which is preparing it. On the second page put a table of contents, with extra space for the addition of new items from time to time.

Beginning on the third page and continuing throughout the book, list desirable modes of conduct which students should practice about the school and in everyday living. Make an effort to include the most common rules of etiquette which students will have occasion to use. Get students to consult various authorities on social behavior to find out the approved rules and customs. Such a project will prove interesting and beneficial to any group of normal high school boys and girls.

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Football Safety and Sanitation Suggestions

The Michigan High School Athletic Association believes that safety and sanitation in all athletic and physical education activities are primary essentials. At its 1937 meeting, the State Association Football Rules Committee listed these suggestions which are especially applicable to football:

(1) *Use slacked lime for field marking*—If the field is marked with lime be sure it is thoroughly slacked. Unslacked lime may cause serious flesh burns.

(2) *Require physical examinations prior to practice*—Physical examinations should be given team candidates before they are allowed out for practice. Additional examinations should follow illnesses.

(3) *Insist on proper fitting equipment*—Shoes, shoulder pads, head-gears should fit properly. Improper fits may cause injuries and infections.

(4) *Sterilize personal equipment prior to any interchange*—Headgears and other personal playing equipment should not be interchanged between players without it first being properly sterilized.

(5) *Keep field in good condition*—The playing field should be sodded, level, and free from stones, glass, or holes. The latter items are serious injury hazards.

(6) *Provide sanitary drinking facilities*—Individual, sanitary drinking facilities should be available on the field. The day of the common water bucket, towel, and sponge is gone.

(7) *Have a physician present*—A physician should be available at all contests.

(8) *Have a first-aid kit on hand*—A well equipped first-aid kit should be on hand at all practice sessions and games. Be sure the trainer and coach know how to use its contents.

(9) *Keep equipment aired and dry*—All personal playing equipment should be aired and dried between practices for sanitary reasons.

(10) *Be sure players are cooled off before leaving locker rooms*—On cold days players should not be perspiring when they leave the locker room after games or practice sessions. There is much less danger of colds if this policy is rigidly enforced.

(11) *Inspect shoes for nails*—Shoes should be inspected regularly to be certain there are no nails to cause infections. Schools may well own a shoe cobbler's outfit.

(12) *Inspect and adjust showers frequently*—Showers should be adjusted properly at frequent intervals to insure against possible scalding.

(13) *Allow no running in shower or locker rooms*—Players should not be allowed to run on slippery shower or locker room floors. Unnecessary, serious injuries may occur unless this is followed.

(14) *Insist on one towel being used only by one boy*—A towel never should be used by more than one boy. Provide a serious penalty if this rule is violated.

(15) *Insist on a warm shower being followed by a cold one*—Be sure that all players take warm showers, followed by cold ones, after each game and practice session.

(16) *Provide clean, dry towels every day*—A clean, dry towel should be available for each boy after his shower. If boys furnish their own towels, inspect them regularly.

(17) *Warm up substitutes before they enter games*—Be sure that substitutes are thoroughly warmed up before they are sent into games. Proper warming up relaxes muscles and nerves.

(18) *Keep players off wet ground between halves*—Players should not be allowed to sit or lie on the wet ground between quarters or halves.

(19) *Keep substitutes seated on benches*—Substitutes and coaches should be seated on benches at least five yards from the side lines.

(20) *Keep chairs and band instruments away from side lines*—There should be no chairs, benches, or band instruments within five yards of the side lines.

(21) *Place yard line markers a safe distance from side lines*—Yard line markers should be placed at least five yards from the side lines.

(22) *Use flexible staff goal line flags*—If goal line flags are placed at the intersections of side lines and goal lines they should be attached to flexible supports.

—Michigan Athletic Association Bulletin

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New Helps

• BUILDING MORALE, by Jay B. Nash. Published by A. S. Barnes and Company, 1942. 154 pages.

The author of this book shows how important morale is in our daily life, then how important it is to the life of our country. Devoted entirely to the American ideal of democracy, this book is written for the present emergency. Here morale means "a religious zeal for the right of people to establish 'self-approved laws' and for the obligation and discipline that gives obedience to these laws." The book offers instruction and guidance to teachers in developing and maintaining devotion to the American ideal.

● **AMERICA IN A WORLD AT WAR**, by William B. Brown, Maxwell S. Stewart, and Walter E. Myer. Published by Silver Burdett, 1942. 328 pages.

What are we fighting for? How can this war be won? What can each of us do to help? What can be done to make an enduring peace after the war? These four questions—now vital to every American—are the cues upon which this book is written. These authors have given their answers to those questions from their points of eminence. Schools will find this book highly informative and stimulating, popular reading to the young person who realizes the critical nature of our times and the serious part he must take in world affairs.

● **THE BRIGHT IDEA BOOK**, by Madeline Gray and Robert C. Urban. Published by E. P. Dutton & Company, 1942. 223 pages.

As the title suggests, this book offers something new to do. It is divided into six parts: Hobbies, Ways to Make Money: Magic, Sports, Training Pets, and Puzzles. Scores of pen drawings aid the text material in presenting the "bright ideas" in a way easily understandable to children as well as youth. Hobby clubs and homerooms will find the book highly productive of suggestions for interesting and profitable group projects.

● **TEACHING ATHLETIC SKILLS IN PHYSICAL EDUCATION**, by Henry C. Crane. Published by Inor Publishing Company, 1942. 236 pages.

This book is divided into two parts. The first presents the modern philosophy of physical education; the second deals with the various recognized athletic sports—soccer, touch football, basketball, volleyball, softball, track and field, golf, and tennis. As a whole, the book gives the history and background of athletics in physical education and presents procedures by which the necessary skills are developed for pleasant and profitable participation in the games.

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One of Levin-ki's customers was notorious for his slowness in meeting liabilities. In desperation Levin-ki sent the following letter:

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sixty days? You. Who didn't pay in six months? You. Who is a thief, liar, and scoundrel?

"Yours truly,

"Al Levin-ki."

—*Wisconsin Journal of Education*

MAYHEM

A bishop was invited to dinner. During the meal he was astonished to hear the young daughter of the house state that a person must be very brave these days to go to church.

"Why do you say that?" asked the bishop.

"Because," said the child, "I heard papa tell mama last Sunday there was a big shot in the pulpit, the canon was in the vestry, the choir murdered the anthem, and the organist drowned the choir."—*The Kablegram*.

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